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ABSTRACT

The writer of this paper was invited to act as a consultant to Minnesota's Independent School District 196 to generate a plan and program for the inservice education of school principals within the district. The paper presents an analysis of the problem; a discussion of the organizational context and the client system; a description of the methods used for identifying the inservice needs of the principals involved; an outline of the program objectives; and the instructional, administrative, and evaluative plans for the program. The study focuses particularly on identification of the competencies and skills of the principals requiring inservice education, identification of the kinds of inservice education preferred by the principals, means of devising a program to cater to the needs identified, and the evaluation process. Extensive appendixes include materials used at all stages of the inservice program. (Author/PGD)

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# AN INSERVICE PLAN FOR SCHOOL PRINCIPALS IN A SCHOOL DISTRICT IN MINNESOTA, U.S.A.

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# INTRODUCTION

The writer of this paper has been invited to act as a consultant to Independent School District 196 to generate a plan and program for the inservice education of school principals within this district. The following pages represent: a detailed analysis of the problem; a discussion of the organizational context and client system; a description of the identification of the inservice needs of the principals within the district; an outline of the program objectives; the instructional plan for the program; the administrative plan; and the evaluation plan.

## The Problem

This study will focus on: (a) identifying the competencies and skills of principals in Independent School District 196 that require inserivce education; (b) identifying what kinds of inservice education the principals prefer; (c) devising a program to cater for the needs identified; and (d) evaluating the program.

Chapter 1

# PLANNING CONTEXT AND CLIENT SYSTEM

In this chapter the following areas of concern will be discussed: the organizational context for planning will be described; organizational constraints will be identified; the clients' system will be defined; and the roles of those involved in the planning process will be defined and differentiated.

## Organizational Context of the Planning Effort

### Introduction

Independent School District 196 is one of the largest school districts in the state of Minnesota. It covers 110 square miles and crosses the boundaries of seven municipalities and two townships.

The district, comprising 18 percent of the total area of Dakota County, encompasses the entire cities of Apple Valley and Rosemount, and extends into portions of Egan, Burnsville, Lakeville, Coates, Vermillion, Empire, and Inner Grove Heights. The enclosed map in Appendix A shows the location of the school district.

Dakota County is one of seven counties that ring the cities of Minneapolis and St. Paul. These seven counties are represented by the Metropolitan Council which serves as an advisory board in planning for growth in the metropolitan area.

A household in Independent School District 196 averages 3.55 persons including 1.07 students. Seventeen percent of all households are new each

year. During 1970-1977, 35 percent of the total growth of Dakota County has been in Independent School District 196.[1]

In 1970 there were 5,878 students in grades K-12; in 1978 there were 11,486.[2] The District is currently averaging an 8 percent growth in student population each year. At the present time there are ten elementary schools, two middle schools and two senior high schools in the District. A new middle school is scheduled to be opened in Fall, 1980.

The students of the District are served by 913.4 staff members including custodians, cooks, clerks, secretaries, bus drivers, nurses and administrators. Included in the 913.4 are 564.5 teachers whose average age is 32.[3]

History

In 1849 the Organic Act of Minnesota mandated that two specific sections of land in each territorial township were to be set aside for schools. The investment money obtained from the sales of these sections was to provide a source of income for Independent School District 196. This investment is called the Endowment Fund and brings in approximately $150,000 a year.[4] However, this amount is subtracted from the state grant received by the District and so the net effect is nil.

The first school in Rosemount was built in 1858, the year the township was established and named. Similar schools were scattered throughout the

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[1] Independent School District No. 196, School Survey, April 1978, p. 1.

[2] Ibid.

[3] Ibid., p. 2.

[4] J. Friberg, The History of a School District (Rosemount, Minnesota: Independent School District 196, 1977), p. 4.

area townships which were later incorporated into Independent School District 196.[5]

One aspect of Independent School District 196 history is the change in the degree of citizen involvement. Prior to 1947 there was little. In fact in the early 1900's necessary building programs were stymied as voter apathy defeated bonding referendums three consecutive times. The 1940's, however, were a time of transition. In 1974 Angeline Hiniker headed the nine-member County School Survey Committee to study the advisability of consolidation. Despite fears that such a move would threaten "independence and the right to govern oneself locally,"[6] their recommendation to merge prevailed. In 1948, 35 citizens cast votes for a candidate for the School Board and unseated a 26-year incumbent.[7]

Citizen involvement increased. In 1950 a public meeting was held to consider alternatives to alleviate overcrowding of facilities. In 1960 the Spotlight, a monthly newsletter, began publication. Its purpose was to disseminate information about the schools to the citizens of the District.[8] In the late 1960's, a number of Citizens' Committees, consisting of school personnel and lay citizens, were organized to handle particular tasks and to provide ongoing recommendations to the Board. A Steering Committee of 125 volunteers was credited with the decisive victory for the 1968 building bond proposal. The Total School Utilization Committee explored the alternatives of a twelve month school year during 1969-70. In April 1973, voters narrowly defeated a $20 million open-ended bond

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[5] Ibid.

[6] Ibid., pp. 20-22.

[7] Ibid., p. 14

[8] Ibid., p. 38.

issue. In September 1973, a more specific building program for $11.5 million was passed.[9]

A $14.5 million two-part issue was defeated in February, 1977. Since March 1977, two different citizens' committees have worked to prepare the way for an $18.7 million bond election which was held on March 11, 1978. All three questions were passed and the District has embarked on a building program which included the new middle school and the completion of Apple Valley Senior High School.

In summary, Independent School District 196 is a rapidly growing district which is increasing at a rate of one thousand new students a year. A vigorous building program at all levels will need to be continued into the late 1980's with increased faculty and an increased budget.

## Mode of Operation

Local/state relations. There are three primary units of government which affect the operation of the School District: the State Legislature, the Minnesota State Department of Education, and the Metropolitan Council. The State Legislature derives its authority over schools from Article VIII of the State Constitution.

> Section 1. The stability of a republican form of government, depending mainly upon the intelligence of the people, it shall be the duty of the legislature to establish a general and uniform system of public schools.[10]

Moreover, the Legislature is empowered in Section 2 of the State Constitution to raise funds to "secure a thorough and efficient system of public

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[9] Ibid., pp. 31-32.

[10] State of Minnesota Constitution, Article VIII, Section 1.

schools in each township in the State."[11] In 1917 the Legislature established the State Board of Education to assist them in meeting their constitutional obligations to education.

The State Board has nine members. There must be a minimum of one member from each congressional district in the state. Members of the State Board of Education are appointed by the Governor with the consent of the Senate for overlapping six-year terms. At least three of the members must have served previously as elected members of a local school board. The chief officer of the State Board of Education is the Commissioner of Education, who is appointed by the Board for a six-year term. The Minnesota State Department of Education is directed by the State Board of Education through the Commissioner of Education. The Department offers consultant services to individual school districts, provides leadership in educational matters, and issues regulations and guidelines to implement the laws passed by the State Legislature. During the 1977 legislative session, the power of review and comment was given to the State Department of Education. Any capital improvement exceeding $400,000 must be submitted to the Commissioner for review and comment, and a response by the Commissioner must be published in a local newspaper.

The Metropolitan Council was established by the State Legislature in 1967 to coordinate the planning and development of the metropolitan area which includes all of Dakota County and six other metropolitan counties. The restrictions and guidelines on building issued by the Metropolitan Council directly affects the growth in these counties and thus, indirectly affects the school districts.

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[11] Ibid., Section 2.

There are two major areas in which local and state relations are changing: taxation and building. The Equalized Education Act of 1971 sets the dollar amount a school district may spend per pupil unit per year. The maximum expenditure for the year 1977-78 was $1,030. Since Independent School District 196 was a low-spending district in 1971, it did not receive the full aid amount until 1978-79. A school district may only reach this optimum expenditure goal in prescribed increments. In this manner, local budgetary power has been diminished.

Building has become more than a purely local matter since the enactment of review and comment legislation in 1977. A district must now prepare documentation supporting their need to build and submit it to the Commissioner of Education for "review and comment."

School and community. In School District 196, the seven-member School Board is elected in May on a nonpartisan ballot for three-year overlapping terms. Board members are paid $75 per month and may be reimbursed for expenses incurred for official business. The School Board holds its organizational meeting in July when four officers, the chairperson, vice-chairperson, clerk and treasurer are elected. Meetings are held regularly on the second Monday of every month and special meetings are scheduled as necessary. The general functions of the School Board are the establishment of policy and the hiring of administrators to carry out this policy.

Apart from the School Board, there are three categories of citizens' organizations which are involved with the schools in Independent School District 196: Citizens Advisory groups, parent and faculty organizations, and the Block Parent Program.

The Board establishes citizens' advisory groups on a need basis. Groups have been established in the past to assist with bond issues and with preparing the review and comment document for the Commissioner of Education. In addition to the groups established on a need basis, several citizen advisory councils serve on an ongoing basis. Parent and faculty organization activities are generally directed toward raising money for school equipment and/or projects. The Block Parent Program was organized to provide help for children's emergencies so that children have access to a house when there is a real need.

Staffing. The administrative staff of the District include a Superintendent, an Assistant Superintendent, an Assistant Superintendent of Personnel, a Director of Elementary and Secondary Education, a Director of Elementary Education, a Director of Special Services, a Director of Community Services, a Director of Business Services, and a Comptroller.

The Superintendent of Schools is chosen by the Board of Education and must meet state certification requirements. The Superintendent, as chief executive officer of the School Board, is responsible for the management and coordination of all departments and functions of the school system.

Other District administrative staff and their duties include an Assistant Superintendent for Administration who is responsible for the administration of all of the support systems for the District including transportation, food services, and custodial services. The Assistant Superintendent for Personnel manages the hiring practices of the District and administers the various employee contracts. The Director of Elementary and Secondary Education and the Director of Elementary Education report to the Superintendent and are responsible for the curricular aspects

of the District including vertical and horizontal coordination, textbook selection procedures, and course approval. The Director of Special Education manages the support services in this area whilst the Director of Community Services develops and coordinates the community education programs and schedules the use of District facilities beyond the normal school day. The Director of Business Services administers the District's cash management, investment, purchasing and insurance functions. The Comptroller prepares the budget and supervises general accounting, accounts payable, and payroll functions.

Each school principal, as administrative head of each school, is responsible for planning, directing and evaluating the instructional program and building operations of the school. Also included in the principal's responsibilities is site authority over staff personnel, pupil personnel, budgeting, building and grounds and community relations.

Teachers at all grade levels have generally the same function: to organize and manage the learning activities of the students with whom they come in contact. Specific responsibilities also include: materials management; clerical activities; management of physical facilities; working with student teachers; assistance in selection of instructional school aides as requested; direction of school aides assigned; communication with counselors, special education personnel, and parents; sharing of responsibility for interpreting school programs to the community; and maintaining their own professional growth. Presently the teacher pupil ratio is 26.6 in grades K-5 and 19.9 in grades 6-12.[12]

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[12]Independent School District 196, School Survey, p. 26.

Finance. The School Board has the primary responsibility for the financial affairs of the School District by delegated authority from the State Legislature, and levies local property taxes necessary to finance the operation of schools. However, the State Legislature has enacted a series of formulas that set maximum permissible levies for all funds, and also determines that amount of state aid that each school district receives.

The State Department of Education prescribes the accounting system which is used by the Minnesota Public Schools. The system is called Uniform Financial Accounting Recording Standards (UFARS). The Comptroller is responsible for the District accounting, and a certified public accounting firm audits the books annually.

The annual budget making process begins with requests from each of the schools and special departments. These requests are reviewed by the District Office staff. The Superintendent prepares the final draft of the budget which is submitted to the Board of Education for approval.

A close review of the total School District with its state controlled allocations and tax levy limit reveals that most of the expenditures are for employees' salaries, equipment and educational activities, 86.1 percent, while only 13.9 percent is spent on the debt redemption for bonds for the construction of school district buildings. Independent School District 196 receives income from several sources--60 percent from State Aid, 34 percent from property taxes, 2.6 percent from lunch sales, 2.4 percent federal aid and the rest from interest and local sources. Property taxes are levied against all real and personal property located with the District, using a complex set of formulas.

Goal Framework

Primary goals. Goals for Independent School District 196 are as follows:

1. Provide every student with an opportunity to gain a sound education in basic skills, including communications (reading, writing, speaking, listening), mathematics, science and social studies, consistent with each student's ability.

2. Assist each student to develop responsible citizenship, knowing and respecting the rights, privileges and obligations of herself/himself and others, responding to the needs of people and assuming a role in various aspects of school, community and national life.

3. Develop an educational program relevant to the world today, providing opportunities for each student to experience self-fulfillment and acquire a positive self concept through understanding herself/himself, experiencing success and sensing purpose of her/his activities consistent with each student's ability.

4. Employ and retain superior teachers and administrators who instill a positive attitude for student achievement consistent with each student's ability.

5. Maintain a program of fiscal responsibility.

6. Provide the opportunity for every student to learn and practice the skills of family living, including interpersonal relationships, hygiene, child development and drug and alcohol education.

7. Provide an opportunity for students to learn how to use leisure time, including a basic knowledge of lifetime activities, health and safety, art and performing arts.

8. Provide counseling services which help guide and direct the students in their efforts to define educational and employment goals.

9. Provide and maintain safe and healthful working conditions.[13]

Various educational programs are planned and executed by the District to meet these goals. It is hoped that the following skills should emerge:

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[13]Long Range Planning Report, Independent School District 196, December, 1978, pp. 15-16.

a high level of basic skills in mathematics, reading and writing; a high level of self-direction; an awareness of the various arts and a sense of aesthetics; high levels of physical skill and a life long interest in their use; insight into individual differences and the ability to work comfortably with different kinds of people; a capacity for and a respect for creativeness; and an awareness of historical time of the American civilization and heritage, the present and the future.

The District also firmly believes the school is the basic institution of society and its role should be continually strengthened with close relations between child, parents and community; the importance of developing basic or cognitive skills using the best teachers and media systems available; the family is the central force in developing attitudes and behavior dispositions and affective learning and that the school should have a limited role in this area of development; the importance of insuring individuality as a valuable and constitutional right; and lastly, realistically tuning curriculum and other programs to the future.[14]

Internal Structure

Independent School District 196 is organized along bureaucratic lines. The principle of hierarchy through line arrangement of communications and graded levels of authority are clearly evident and have been designed to ensure a firmly ordered system in which higher officers supervise lower officers. Within the School District there are fixed areas of responsibility which are interdependent and organized by a communication network to permit interaction and functional coordination as a whole.

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[14] Ibid.

The characteristic pattern of communication within the system is also consistent with that found in bureaucracy. Administration is based upon written documents and lower level members (especially teachers in schools) have limited contact with decision-makers in the District Office. The modus operandi is written document and all information and instructions are via regular publications. In addition, there is much interaction with the District Office at the Principal and Assistant Principal level through regular meetings, visits to schools by District Office staff and by the use of the telephone.

Principals are in undisputed control of their schools and have delegated authority and responsibility to be the educational leader and manager of their building with full authority over its operation.

Relationship to Other Organizations

There are a number of professional organizations which exist to aid the professional development of school principals. These include a number of national and state organizations such as: the University of Minnesota; various state and private colleges in Minnesota; the Minnesota Elementary School Principals Association; the Minnesota Secondary School Principals Association; the National Association of Elementary School Principals; and the National Association of Secondary School Principals. The institutions of higher education listed above offer formal courses leading to professional degrees in educational administration and are a valuable source of professional development for principals in Independent School District 196. The various organizations for school principals at both state and national level offer valuable opportunities for personal and professional development through such things as conventions, workshops,

seminars and cassette tapes. Many of the principals in this District are supported by the District to attend conventions and meetings as a valuable professional development activity. However, the District is committed to developing a thoughtful program of staff development that will equip principals to meet the challenge of the future.[14] As every school district has its own unique environment, clientele, staff, and resources, only an inservice program based upon the needs of the situation will help achieve the long-range goals that have been formulated. So, eventhough these other institutions and organizations have a valuable role in the professional development of principals in this School District, it would be no substitute for a carefully devised plan of inservice based on an extensive assessment of the needs of the people involved.

## Organizational Constraints

There are a number of constraints which will influence the planning of this inservice program. First, there is the constraint of finance. The School District has earmarked $15,000 for the district-wide professional development of their principals. Consequently, the resources that can be applied and the program activities that can be designed will be limited to this budget parameter. Second, there is the problem of time. Principals, by virtue of their position, have limited time. Consequently, the activities will need to be designed to fit into their busy schedules and be acceptable to them. Third, there is the problem of the role of the principal within Independent School District 196. The present Superintendent was appointed in 1978 and is trying to change the way existing

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[14] Long-Range Planning Report, op. cit., p. 1.

principals see their role. Most of the principals within the District were appointed at the crisis time--new buildings had to be planned and built; new schools had to be opened; and new staff had to be inducted. The previous Superintendent was hired to oversee this development and appointed principals who were appropriate for those conditions of growth and for his rather autocratic style of management. The present incumbent is very committed to the notion of a decentralized style of administration. He wants each principal to be an educational leader and an effective and efficient manager of the educational resources in his school. So this role conflict will be a potential constraint in the implementation of this program. Fourth, there is the problem of trying to change individuals' behavior. The more popular educational changes have been patterned after "linear" or sequential models and have emphasized structural changes in school. However, unless change is internalized little has been changed in the process--and this will be a very real problem when principals undergo the prescribed inservice program for this District. A fifth problem is related to the principals' attitude toward inservice training. Inservice education assumes a deficiency in the principal and presupposes a set of appropriate skills, ideas, and methods which need developing--and this may be a cause of resistance in some principals.

Lastly, unless adequate follow-up support is given in school settings, the extent of lasting changes may be limited. An inservice program may heighten participants' awareness and foster the development of some skills, but the result and behavior may be short-lived. Participants may leave such courses aware of alternative modes of behavior, but with little internalized knowledge of the theoretical rationale, or of the value systems on which the alternatives are based. Therefore, they may lack

sufficient knowledge to rationally adapt, adopt or reject these alternatives, to assimilate or to accommodate them into their own philosophy, or to generate new alternatives based on theory and experience, and through this generative process become more professionally self-sufficient. A typical post course behavior pattern after a short information transfer type course is for principals to try, or more correctly trial, the new techniques or behaviors, find them to cause difficulty, or to use up all of the ideas gained very quickly, and revert to the more comfortable known old behaviors. This pattern is more likely to occur when the principal is in an environment which supports his retroaction and when he has limited or no access to a means which supports the new behaviors. Taking an individual principal out of a school into an inservice course may be very much like taking out one piece of a jig-saw (school organization) and changing its shape, and then finding it will not fit when you try to put it back. Not only will the piece not fit, but it then has to suffer the anguish and frustration of being "knocked" back into its original shape so as to fit in with the total jig-saw. This suggests that for effective change in the total school, all the pieces of the jig-saw need to be involved. However, lack of time and financial limitations are constraints which will prevent this from occurring.

## The Client System

The inservice program being designed for Independent School District 196 is a prescribed program and will involve all principals and central office staff at the level of Director and above--twenty-three persons in all (fourteen principals and nine central office staff). The Superintendent and his management team decided that the most important role in

the District was that of the middle manager (the principal) and is the rationale underlying this inservice program.

The position of principal in any school system is pivotal to the success of that system because it is a powerful central role in the school system.[15] The school unit is the place where resources are applied, where innovations occur, and the principal regulates these things. Hence, the success or failure of any school system will be dependent on the way the principal at the school level executes his role. With a limited budget, Independent School District 196 has decided to concentrate its inservice energies on this role.

Mitchell stated in the conclusion of a national study conducted for the Ford Foundation that:

> Many reformers have placed the blame for the deadening effects of the education bureaucracy on the teachers. But teachers do not run the schools. The principals are both the de facto and de jure managers of the entire enterprise. The system of public education is such a large operation that it is extremely difficult to fasten on a point of entry to attain improvement. But standing as he does at the school-house door, the principal is easily identifiable as the key determiner of climate.[16]

The principalship as the focal administrative role of the school system bears some study because as Kiernan claimed: "The principal sets the

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[15]This assertion is well supported in the literature. G. Bernbaum, "The Role of the Head," The Role of the Head, ed. R. S. Peters (London: Routledge and Kegan Paul, 1976), p. 34; G. Baron, "The Role of the Head" Headship in the 1970's, ed. B. L. Allen (London: Blackwell, 1968), p. 6; R. F. Campbell, et. al., Introduction to Educational Administration (5th ed.; [Boston]: Allyn and Bacon, 1977), p. 244.

[16]D. P. Mitchell, Leadership in Public Education Study: A Look at the Overlooked (Washington: Academy for Educational Development, Inc., 1973), p. 13.

climate of the school and is the most important and influential individual in the building."[17]

In a recent publication, a model was proposed for analyzing school organization.[18] Each school was thought to be affected by the following factors: formal organization; informal organization; individual members; physical environment; and the role of the principal. It was argued that the key factor in any school organization was the principal because he had great power and authority in the formal structure. The way that the role of principal is carried out in gate keeping functions or pass through functions in any school will determine: how decisions are made; the quality and kind of communication system; the work climate for teachers; the morale of teachers; how much innovation is carried on; and the reward structure of the school. Geering claimed that the way power is exercised by the principal and the assumptions he holds about staff, parents and children will determine the way people will perform in that school. In McGregor's words, a Theory X view of human nature will produce a contrasting climate to a Theory Y view of human nature.[19] So the way he conceives his role and the skills he develops to carry out the role of principal are very important, even though difficult to define and measure.

A very important review was carried out by Saranson of the principalship. He established the importance of the position by stating that:

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[17] O. B. Kiernan, "The Role of the School Principal," A Newsletter from the Executive Secretary of the National Association of Secondary School Principals (January 15, 1973) reporting upon The Report of the Select Committee on Equal Educational Opportunity, December 31, 1972.

[18] A. D. Geering, "Approaches to School Administration" (Adelaide: Torrens College of Advanced Education, 1978).

[19] D. McGregor, The Human Side of Enterprise (New York: McGraw Hill, 1960).

> We begin with the principal because any kind of system change puts him in the role of implementing the change in his school. I have yet to see any proposal for system change that did not assume the presence of a principal in a school. I have yet to see in any of these proposals the slightest recognition of the possibility that the principal, by virtue of role, preparation, and tradition, may not be a good implementor of change. If this turns out to be the case, it clearly forces one to reconsider one's goals of change.[20]

Katz has stated that successful administration is dependent upon three primary skill areas--technical skill, human skill, and conceptual skill.[21] When we concentrate upon what a principal can do--performance--we are concerned with "the kinds of skills which [principals] exhibit in carrying out their jobs effectively."[22]

So, the rationale for the study is based upon the school district's desire to help principals become as effective as they possibly can because apart from the teaching staff in any school, as stated previously, the principalship is the most important factor which will influence the quality of education received by each child in that school.

The identification of the skills or performance criteria that a principal should possess for a particular school system will have wide application in designing inservice courses for that system.

## The Planning Process

Knowles claims that "the ideal situation is to have a group which is small enough for all participants to be involved in every aspect of planning

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[20] S. B. Saranson, The Culture of the School and the Problem of Change (Boston: Allyn & Bacon, 1971), pp. 111-112.

[21] R. L. Katz, "Skills of an Effective Administrator," Harvard Business Review, XXXIII (January-February, 1955), pp. 33-42.

[22] W. L. Pharis, Inservice Education of Elementary School Principals (Washington: Department of Elementary School Principals, 1966), p. 17.

every phase of a learning activity."[23] In Independent School District 196 a long-range planning committee has been formed that will be involved in planning and monitoring the inservice activities. The Assistant Superintendent of Personnel is representing the Superintendent and is the person with whom various ideas are discussed before presenting them to the committee. Two principals and an assistant principal represent the client group in this instance and give valuable feedback about ideas as they are presented. The role of the writer is related to content and process. A needs assessment plan will be devised and the results analyzed to provide the necessary information from which to develop an inservice program. During this process the role of the other principals in the District is vital, and this will be discussed in the next chapter.

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[23]M. S. Knowles, The Modern Practice of Adult Education (New York: Association Press, 1970), p. 272.

Chapter 2

## IDENTIFICATION OF NEEDS

A number of methods of determining inservice needs of principals could be used in Independent School District 196 including: the nominal group technique, the structured interview, an assessment center, and survey by questionnaire. After careful consideration of the advantages and disadvantages of each approach it was decided to use only the nominal group technique and the questionnaire approach for a number of reasons. First, the cost would be too great to design and implement a three-day assessment center with groups of principals. Second, too much time would be required to undertake such a venture. Third, the same sorts of information could be obtained using the questionnaire approach. Fourth, it would be time-consuming to train assessors. Fifth, a structured interview would have to be designed and validated before it could be used in the District--the time line for the study would not allow this approach to be used. A consideration of the nominal group technique and needs assessment survey follows.

The Nominal Group Technique (NGT) is a structured group meeting which follows a prescribed sequence of problem solving steps. The procedure may be summarized as follows:

1. Silent generation of ideas in writing.
2. Presentation and recording of ideas.
3. Verbal presentation and clarification of each item.
4. Consolidation of overlapping items.

5. Individual voting on each item.

The voting methodology varies according to the style of outcome desired. In this situation rank order was used. See Appendix B for full details. Professor A. Seagren conducted the problem solving process in the School District using the NGT and looked at the following questions.

1. What are the major problems or issues the building principal is facing in Independent School District 196? (September 18, 1979; see Appendix C.)

2. What are the factors; conditions, or situations that contributed to your rating this item high in terms of a problem? (January 3, 1980; see Appendix C.)

3. What kinds of outcomes would be helpful in reducing or eliminating the problem? In reducing or eliminating the factors contributing to the problem? (Outcomes generated through brainstorming session on January 3, 1980; see Appendix C.)

4. What activities or delivery systems would be useful in achieving the outcomes?

5. What areas of skills do you, as an administrator, need to develop to handle this problem or facilitate the achievement of the desired outcome?

6. In analyzing your role, what conflicts do you perceive at the building, District or community levels?

7. What measures or indicators should be used in assessing the activities in terms of achieving the desired outcomes?

Brainstorming has also been used in conjunction with NGT and is a group problem solving process which is based on the generation of an

extensive range of ideas by suspending criticism and comments until a subsequent evaluation session (see Appendix B for details).

In identifying competence, two general approaches might be used. The first might be to deductively decide which areas of competence are needed for the principalship as determined by experts from the best known educational practice extant. The second approach is to design and test a method that promised to provide an empirical data base from which educational programs could be planned.

Previous theoretical work and research suggest that the specification of competence, as described in statements deriving from need assessment surveys, is a practical and workable process. Some of these same studies have used, or have advocated the use of, statements describing competence as guides to program planning. Webster, by means of a need assessment survey, studied areas of competence needed by superintendents.[24] Lawrence did similar work as he compiled a source book of areas of competence based on the judgments of professors of school administration, supervisors, and principals.[25] Treblas went a step further than his predecessors in studying priority listings of areas of competence in educational administration.[26] Alberto, using a similar needs assessment technique elicited responses from

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[24]E. T. Webster, "The Opinions of Superintendents of Schools and Professors of Education Concerning Internships in Educational Administration as Related to Competencies Needed" (Doctoral dissertation, University of Oklahoma, 1959).

[25]J. P. Lawrence, "The Development of a Source Book of Suggested Competencies and Activities for Interns in Secondary Administration" (Doctoral dissertation, University of Maryland, 1958).

[26]J. P. Treblas, "Priorities of Competencies in Educational Administration as Perceived by Superintendents (Doctoral dissertation, Colorado State College, 1956).

a wide spectrum of officials, including government and university leaders, superintendents, and principals.[27] Kaufman provided applicable theoretical works relative to conducting needs assessments in education, as have McCleary and McIntyre.[28] He recommended that need assessments of administrative competence be conducted within a total system concept, and that the results of such an assessment be carried through to the planning of educational programs.[29] Principals responding to a model for administrative competence proposed by a committee of NASSP expressed concern over the lack of identified areas of competence and recommended that they be identified.[30] As early as 1967, Sheehan suggested that areas of competence be identified and put in priority order to provide a basis for planning educational programs.[31] In 1973 Van Meter also advocated the same approach.[32] Pol and Gale used the needs survey approach to determine the real and ideal competencies of secondary school principals in Bolivia as a means of determining

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[27] R. Alberto, "Priorities of Competencies in Educational Administration" (Doctoral dissertation, University of Washington).

[28] R. A. Kaufman, A System Approach to Education: Derivation and Definition (Los Angeles: Department of Instructional Technology, University of Southern California, 1968); see also L. E. McCleary and K. E. McIntyre, "Competency Development and University Methodology: A Model and a Proposal," NASSP Bulletin, 56:362 (March, 1972), 53-68.

[29] Ibid.

[30] D. Brandewie, T. Johnson and J. L. Trump, "The Preparation and Development of Secondary School Administrators: A Summary," NASSP Bulletin, March, 1972, pp. 24-41.

[31] T. J. Sheehan, "Towards a System of Professional Education," The Irish Journal of Education, 1:2 (1967), 141-149.

[32] E. J. Van Meter, "The New Competency-Based Training Movement in Educational Administration" (paper presented at NASSP Convention, February, 1973, Dallas, Texas).

inservice needs.[33] This approach has also been used recently in the competency-based community educational administration project at the Southwest Regional Center for Community Education Development, Arizona State University.[34]

In summary, the needs survey approach being used in School District 196 to gather data about principals' competencies and skills is well-established in the literature.

## Questionnaire

### Construction

Please see Appendix D for a copy of the principals' questionnaire. Similar questionnaires have been designed for supervisors and teachers but only contain Sections A, B, and C. The background information sheet, Section A, will be different for each of these two groups.

The questionnaire was formed from an existing instrument, from research undertaken on assessment centers by the National Association of Secondary School Principals (NASSP) and from research on role conflict by J. Rizzo, R. J. House, and S. I. Lirtzman. Section B consists of sixty competency statements, categorized into twelve areas of competence. The statements were drawn from previous research funded by the Charles F. Kittering Foundation and directed by Dr. E. T. Demars at the University of Utah. An earlier form of this research yielded four hundred statements pertaining

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[33] G. Pol, "Competence Required for the Principalship: A Methodology Applied to the Urban Bolivian Setting" (Doctoral dissertation, University of Utah, 1973).

[34] S. C. Paddock, L. E. McCleary, and B. P. Miller, Competency-Based Community Educational Administration (Tempe, Arizona: Arizona State University, 1979).

to the primary role of the principal. These statements were culled to avoid repetition. Under the direction of Dr. Demars, two doctoral dissertations, which were completed by Cook and Van Otten in 1972, used the refined list of statements to identify the prime competencies essential to the principalship by polling a national sample of secondary school principals.[35] Of the forty-three statements within the study, thirty-nine showed significant variance. In twenty-nine of the statements significance was found at the 5 percent level.[36] The list used in the studies by Cook and Van Otten was cmposed of forty-three statements which were categorized, using a Q-sort technique under twelve administrative task areas developed by Dr. L. McLeary in 1969.

Because of subsequent use, and suggestions by Cook and Van Otten, seventeen new statements were added to the instrument so that each area of competence was balanced with the same number of statements. The instrument is now composed of sixty statements of competence equally divided among the twelve administrative areas which correspond to the areas of competence. This list of statements was used by Gaston Pol and Larrie Gale in 1973 to test the Quadrant Assessment Model which was designed to identify areas and components of competence for the high school principalship in rural Bolivia.[37]

Respondents have to make two responses to each item--the real and the ideal. The first rating, entitled "present level of competence" asks the

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[35] H. Cook, and K. Van Otten, "A Study of the Prime Competencies Required to Perform the Tasks of the Secondary School Principals [illegible]," Dissertation Abstracts International, 33A:6002, 1973.

[36] Ibid.

[37] L. E. Gale, "Competence Required for the Principalship: A Methodology Applied to the Rural Bolivian Setting," University of Utah, 1973.

principal to indicate present performance in terms of each competency. The second rating entitled "importance of this competence" asks the principal to indicate the importance attached to each competency for principals in this school district. A comparison between the "real" and the "ideal" situations will yield information pertaining to the needs of the principal. The responses are in the form of a summarative Likert scale ranging from (1) very low to (5) very high.

Section C has been developed from research undertaken by NASSP.[38] After extensive analysis of job descriptions, performance appraisal instruments for administrative positions throughout the country, and lengthy interviews with principals, twelve dimensions of behavior to be assessed were inferred. These behavior dimensions have been listed in Section C. As before two levels of response are required--the real and the ideal--to give a discrepancy measure.

Section D has been included to give direct information about perceveid professional development needs of principals. The information gained from this section can be related to the discrepancy measures obtained from the previous two sections.

Section E consists of fourteen items which will serve as indicators of role ambiguity and role conflict. These fourteen items were developed by Rizzo, House and Lirtzman and have been validated in a large number of studies.[39] Six items serve as indicators of role ambiguity and eight items serve as indicators of role conflict. Principals have been asked to give

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[38] T. A. Jeswald, "A New Approach to Identifying Administrative Talent," NASSP Bulletin, 61:410 (September, 1977), 80-82.

[39] J. R. Rizzo, R. J. House, and S. I. Lirtzman, "Role Conflict and Ambiguity in Complex Organizations," Administrative Science Quarterly, 15 (1970), pp. 150-163.

a rating for each item as it concerned their role as a principal using a scale from 1 (false) to 7 (true). High ratings will be indicative of low ambiguity on the ambiguity scale while high ratings will be indicative of high conflict on the conflict scale.

Validation

Kerlinger observed that "the commonest definition of validity is epitomized by the question: 'Are we measuring what we think we are measuring?'"[40] With respect to questionnaire items related to competencies, this question may be rephrased in the following terms:

1. Are the competencies and skills identified in the questionnaire complete in terms of those which might be relevant to principals in Independent School District 196?

2. Will persons receiving the questionnaires be able and willing to respond to the qeustions which are posed?

3. Are the language and format appropriate?

The questionnaire passed through stages of development as indicated:

Stage 1. Literature review conducted to develop instrument.

Stage 2. An item bank was made for Section B--see Appendix E.

Stage 3. The pro-forma questionnaire was discussed with faculty at the University for overall suitability, wording, relevance to the study. The letter, instructions and background information sheet were prepared.

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[40] F. N. Kerlinger, Foundations of Behavioral Research (2nd ed.; [New York]: Holt, Rinehart and Winston, 1973), p. 457.

Stage 4. The pro-forma questionnaire was given to graduate students involved in research and development and method and they were asked to comment with respect to clarity, sense, and general construction of the questionnaire.

Stage 5. The questionnaire was revised as a result of their comments.

Stage 6. The pro-forma questionnaire was forwarded to a panel of experts.

Stage 7. The questionnaire was again revised and checked for clarity and wording.

Stage 8. The revised questionnaire was sent to Independent School District 196 to supervisors, principals, and teachers with the item bank, to get their critical reactions. They were asked to consider in particular the three questions related to validity set out above and change items as necessary.

Stage 9. The results were checked and analyzed with respect to all items.

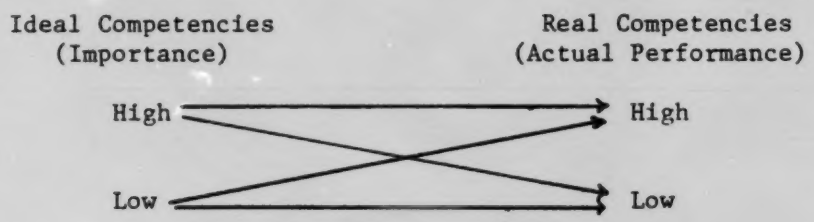
Stage 10. The final questionnaire was printed for use in the study after the necessary approvals from the Department of Educational Administration.

## Data Processing Procedures

While there are many methods and models for competency assessment, the model which has been used in many parts of the country and in several fields of education is the Quadrant Assessment Model which was developed by Gaston Pol and Lloyd McCleary of the Research and Development Laboratory, University of Utah.

The first step in the model is the identification of both the ideal and real competencies for the principalship. This has been done by asking a selected group of people to rank on a five-point Likert scale the importance of selected competency items as well as the actual performance by the principal. Average (mean) scores and standard deviations (or Indices of Agreement) for both rankings are generated; these scores serve in determining whether items are "high" or "low" relative to other items. These rankings are then compared in a logical way, as shown in the diagram below.

The Q.A.M. Approach:




From the diagram we can see that four possible sets of relationships can occur between ideal and real competencies. These relationships are:

(1) High Ideal--High Real: A competency is perceived as being important, and it is also perceived as being performed in a highly satisfactory manner. That is, practitioners possess the competency that is rated "High Ideal."

(2) High Ideal--Low Real: A competency is judged to be important, but most (or some) practitioners do NOT possess the competency. Such a competency needs to be of concern in planning the inservice programs for principals in the school district.

(3) Low Ideal--High Real: A competency is thought to be relatively unimportant; however, in practice it is performed in a highly satisfactory manner. It may be that the competency is

over-emphasized in practice and that inservice programs should address the issue of role definition and clarification.

(4) Low Ideal--Low Real: A competency is perceived as being relatively unimportant and, in addition, it is receiving little emphasis in practice. Such a competency needs to be given little if any attention in service programs.

In this study, as ratings are used from several groups, a statistical measure is used (the Kendall W-correlation of concordance) to assess the extent of agreement among rating groups. Only those competency statements which exhibit high agreement among all groups are then used in competency assessment. Low agreement in statements probably means that there is some role conflict, or that role clarification is needed.

The Quadrant Assessment Model, as outlined above, has several advantages over other assessment procedures. First, it is a field-based procedure, since the competency items are generated and validated by practitioners. Second, it allows for a ranking of competencies, so that the more important ones receive more attention in assessment as well as in training. Third, it can be time- and situation-specific to meet particular needs and demands. Finally, the QAM is closely linked to inservice education programs since it can easily identify items which need more or less emphasis, as well as the level of proficiency required. It can also be readily used in sessions where practitioners seek to define, analyze and clarify their respective roles and to moderate or eliminate role conflict.

A similar process can be used to identify skills that need inservice education or role clarification as listed in Section C. A consensus of inservice needs can be obtained by use of mean score and standard deviations for the ranking of inservice needs. This information can be used to check

information gained from using the QAM for data in Sections B and C of the questionnaire. Role ambiguity and role conflict as ascertained from Section E can also be related to information in the Low Ideal-High Real Quadrant. Thus a comprehensive picture of needs can be obtained using these various data bases.

## Method to Establish Priority Among Identified Needs

Once the needs assessment survey has been completed it will be possible to design three types of inservice programs.

1. A general inservice program for all principals, without distinction of level, based on the listing of items generated by the QAM in the need quadrant that are common both for elementary and secondary principals.

2. A general inservice program for all principals by each level, elementary and secondary, based also on the listing of items generated by the QAM in the need quadrant for each level.

3. Individual inservice programs for each principal which take into account the peculiarities and needs of each school, based on the listing of items generated by the QAM for each school that are not included in the listings for each level.

Sork indicated that there were two levels of need--prescriptive and motivational. A prescriptive need is defined as a deficiency relative to a socially accepted standard, norm or end state. Whereas a motivational need is defined as a specific individually defined goal or end state.[41] One of the problems is to turn a prescribed need into a motivational need.

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[41]T. Sork, Lecture 4, ACE 821, University of Nebraska-Lincoln, Spring, 1980.

In Independent School District 196 the results of the needs assessment will be presented to the planning group, to each individual principal and to the group of principals as a whole. After careful analysis and discussion the NGT technique will be used to identify from the data the most important needs for inservice education. Hopefully, through this involvement principals will have some sense of ownership of the needs identified and become motivated to participate in the program. In addition, this approach will also be used to determine what forms of inservice education are most acceptable to the group within the budget limitations; e.g., five-day residential course, three-day residential course, and one-day regular inservice activities over a specified term. This approach will incorporate principles for adult learning enumerated by Gibb that: learning must be problem centered; learning must be experience centered; experience must be meaningful to the learner; the learner must be free to look at the experience; the goals must be set and the search organized by the learner; and the learner must have feedback about progress toward goals.[42]

The needs that would most probably be identified as a result of needs assessment would include:

1. Working relations with Central Office--policy development for the District.
2. Community services and community relations.
3. Motivating personnel.
4. Leadership.
5. Organizational ability.

In the next chapter, objectives of the program will be discussed.

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[42] J. Gibb, Handbook of Adult Education, 1960.

Chapter 3

# OBJECTIVES

## Entry Skills and Knowledge

It will be assumed that participants would already possess expert knowledge of school administration because the principals and central office staff would at least possess a master's degree in educational administration. It is further assumed that participants who hold the position of principal were appointed to this position because of the possession of an acceptable level of human, technical and conceptual skills relevant to the principalship.

## Inservice Conference Purpose

The purpose of the inservice conference will be to provide principals and central office staff with the necessary knowledge, understanding, skills and approaches in the areas of need identified to more effectively and efficiently carry out their role as principals in Independent School District 196, Rosemount, Minnesota.

At the end of Chapter 2 five categories of prescriptive needs were listed as follows:

1. Working relations with central office;
2. Community services and community relations;
3. Motivating personnel;
4. Leadership; and
5. Organizational ability and use of time.

The intent of the inservice conference will be to develop objectives which address both the five categories of need that were prescribed and the specific areas of need in each category determined by the consultant, and this is covered in the next section.

## Translating Needs into Objectives

Before the conference, a needs assessment survey will be given by the consultant to each participant. The structure of the needs assessment will be developed on the basis of the course content and its objectives. See Appendix F for an example of the needs assessment form. After this assessment has been completed by the participants and evaluated by the consultant, some potential changes may involve adjustment of emphasis on certain areas of the course content. Some parts of the course may require less time to be spent on them than had been anticipated. If such a situation should arise, possibly some other area could be studied in greater depth. Frequently a needs assessment of content may indicate a wide range of needs which cannot be met during the conference but could possibly be concentrated upon during follow-up visits by the consultant.

## Objectives

The primary objective to be fulfilled at the inservice conference is as follows:

At the end of the conference, each participant will use the knowledge, understanding and skills gained to more effectively perform the role as principal in Independent School District 196, Rosemount, Minnesota.

In order to fulfill this primary objective, five areas of identified need will be covered during the workshop.

Area 1: Working Relationships with Central Office

The participants should be able to know and follow District policy and procedures and relay accurate information regarding school requirements. At the conclusion of Area 1 each participant should be able to:

1a. Explain the administrative procedures used for School/District Office relations.

1b. Identify problems which occur in working with Central Office.

1c. Demonstrate a working knowledge of District policy.

1d. Explain what the District Office expectations are of the principal.

1e. Know how to run an effective meeting.

Area 2: Community Services and Community Relations

The participants should be able to articulate an understanding of community services in Independent School District 196 and demonstrate a thorough understanding of how to develop school-community relations.

At the conclusion of Area 2 each participate should be able to:

2a. Orally list the community services available in the School District and their location.

2b. Name the person responsible for each service.

2c. Orally list the major pressure groups in the School District and the person representing each group.

2d. Explain School Board policy on school-community relationships.

2e. Write out ten ways to develop effective school-community relationships.

2f. Describe conflict resolution strategies to mediate disputes between parents, teachers and children.

Area 3: Motivating Personnel

The participants should be able to demonstrate a thorough understanding of motivation theory and its application in the school setting. At the conclusion of Area 3, each participant will be able to:

3a. Orally describe Maslow's theory of motivation and Hertzberg's theory of motivation.

3b. Describe how Maslow's theory applies to the school setting.

3c. Plan the giving of the motivation opinionnaire survey.

3d. Conduct a motivation interview of a teacher.

3e. Give feedback to the teacher using information gained from the interview.

3f. Evaluate the interview to gain insights for personal growth and change.

Area 4: Leadership

The participants should be able to understand historical trends in the study of leadership, recent research findings on leadership and identify what style of leadership is relevant to their school, staff and themselves. At the conclusion of Area 4, each participant should be able to:

4a. List and describe in chronological order the three major trends in the study of leadership.

4b. Draw three implications for schools of research on leadership.

4c. Define the main variables associated with Fiedler's contingency model.

4d. Explain the postulates of Fiedler's contingency model.

4e. Describe the way in which variables identified by Fiedler interact to account for effective leadership.

4f. Summarize research findings which validate Fiedler's contingency model.

4g. Describe how the implications drawn from the contingency model enable a person to lead proactively.

4h. Be able to explain the difference between a proactive approach to leadership versus a reactive approach to leadership.

4i. Know how to use the LBDQ to measure leadership style.

Area 5: Organizational Ability and Use of Time

The participant will be able to demonstrate an understanding and application of the principles of effective time management and organization to the role of the school principal. At the conclusion of Area 5, each participant will be able to:

5a. List orally four common misconceptions about time management.

5b. Evaluate personal use of time.

5c. Write personal goal statements and job goal statements.

5d. Use the ABC technique in arranging goal statements in priority order.

5e. Identify three major time wasters and the steps necessary to reduce these.

5f. Orally list four rules for delegating.

5g. Orally list three things that should not be delegated.

5h. Plan the implementation of a personal goal and a job goal.

Attainment of Objectives

Each day throughout the conference, there will be continuous opportunities for exchange of information and feedback as to whether the objectives

are being met. During the fish bowl activity each day at 5 p.m. when the planning committee will meet, observed by the group, there will be oral confirmations that the objectives are or are not being attained. In addition, a written evaluation will be given at the end of the conference.

Chapter 4

# INSTRUCTIONAL DESIGN

The basic format for the conference will be of a workshop nature. The constraints placed upon the program by the nature of the client group and the organization and the results from the needs assessment, determined the content scheduling and location of the conference. The program of the conference is to be found in Appendix G.

In the following pages each objective and session will be discussed in detail (Session 1--8:30 a.m. to 10:30 a.m.; Session 2--11:00 a.m. to 12:30 p.m.; Session 3--2:00 p.m. to 3:30 p.m.; Session 4--4:00 p.m. to 5:00 p.m.; Session 5--7:30 p.m. to 9:30 p.m.).

## Monday, October 6

Objective

Participants will be able to demonstrate an understanding and application of the principles of effective time management.

Check here after completion of task

I. Materials Needed

A. Handouts

30 copies Time Management workbook _____

30 copies Discussion questions _____

30 copies of Carol Alexander's speech _____

B. A-V Equipment Procured and Functioning

Overhead projector _____

16mm projector and spare reel _____

Pull-down screen _____

Film, "The Time of Your Life" _____

Extension cords _____

Overhead transparencies and pens _____

C. Reference Books

A. Lakein, How to Get Control of Your Time and Life _____

A. McKenzie, The Time Trap _____

A. McKenzie, Managing Your Time _____

D. Workshop Materials

Large sheets of white papers and felt pens for seven groups _____

E. Evaluation Instruments (see Appendix H)

30 copies short evaluation form Day 1 _____

II. Facilities

Thirty chairs arranged in large semicircle, facing the podium at front of the room, overhead projector set up by podium. Large table at front of room to accommodate materials, handouts, and references. Extra chairs stacked out of the way at back of room. Projector set up at back of room facing pulldown screen at front of room. The small discussion rooms will also be required.

III. Roles and Responsibilities

Introductory remarks and maintenance, Dr. R. Randall

Program during day, Professor A. Geering

Fish-bowl evaluation, Professor A. Geering

Gatekeeper (time), Marie Jones.

IV. Learning Activities

Session 1: Introduce topic by discussing common misconceptions about time management. Explain how to write personal goal statements and job functions. Ask participants to write personal goal statements and job functions. Ask participants to bring time log, completed before the conference, to next session.

Session 2: Ask participants to review goal statements and use of time. Explain how to set priorities, eliminate time wasters, delegate and plan. Ask participants to complete priority lists.

Session 3: Introduce session by showing film, "The Time of Your Life." Discuss film in seven groups of four. Explain how to plan. Get participants to plan their use of time for one job goal and one personal goal.

Session 4: Small group discussion of time management and problems facing principals in District. Summary of discussions presented. Synthesis of ideas. Hand out evaluation sheet.

V. Evaluation

At the end of the day the committee will use the fish bowl technique for 10 to 15 minutes to discuss the day's experience. Each committee member except the consultant will report on each of the day's four sessions. The written evaluation will be compiled by Marie Jones and discussed by the committee for a brief time before the evening session.

Tuesday, October 7

Objective

Participants should be able to know and follow District policy and procedures and relay accurate information regarding school requirements.

Check here after completion of task

I. Materials Needed

A. Handouts

30 copies role play statements _____

30 copies of revised policy manual _____

30 copies of new administrative procedures manual _____

30 copies of revised personnel manual _____

30 copies of new guidelines for curriculum planning and implementation _____

30 copies of new budgeting procedures _____

30 sets of forms used in District/School operations _____

30 copies summary of superintendent's speech _____

30 copies problem solving steps _____

B. A-V Equipment Procured and Functioning

16mm projector _____

Overhead projector _____

Pull-down screen _____

Extension cords _____

Film, "Meetings Bloody Meetings" _____

C. Reference Books

Staff manual of School District _____

D. Workshop Materials

Large sheets of paper and pens for seven groups _____

II. Facilities

Same as previous day.

III. Roles and Responsibilities

Introductory remarks and maintenance, Dr. R. Randall

Summary of Superintendent's talk, A. Geering

Presentors: Dr. R. Randall, Personnel

Dr. J. Hanson, Administration

Mr. D. Warkentien, Budgeting

Miss N. Grimes/Mr. R. Keeton, Curriculum

Dr. H. Bergquist, New Procedures

Director of Sessions, Professor A. Geering

IV. Learning Activities

Session 1: Presentation by Dr. J. Hanson on Administration of the District. Problem solving model shared by Professor A. Geering. Discussion groups to analyze specific problems identified. Sharing of solutions with whole group and generation of set of recommendations.

Session 2: Presentations by Mr. Warkentien on budgeting and Dr. Bergquist on new procedures. Discussion groups to analyze specific problems. Sharing of solutions with whole group and generation of set of recommendations.

Session 3: Presentations by Miss N. Grimes and R. Keeton on Curriculum. Discussion of issues raised. Sharing of solutions and generation of a set of recommendations.

Session 4: Personnel problems presented by Dr. R. Randall. Discussion of selection, tenure and promotion procedures. Generation of a set of recommendations. Summary of day's activity and of a post-conference group to take the ideas developed and present them to the Superintendent and School Board.

V. Evaluation

Fish bowl method as before.

Session 5: Evening session, Professor A. Geering. Present information on effective meeting procedures. Show film, "Meetings Bloody Meetings." Review film. Organize role play on the staff meeting. Process the experience and apply it to the back-home setting.

## Wednesday, October 8

Objective

Participants should be able to articulate an understanding of community services in Independent School District 196 and demonstrate a thorough understanding of how to develop school-community relations.

Check here after completion of task

I. Materials Needed

A. Handouts

30 copies handout, How to Develop a School/ Community Relations Program _____

30 copies of community services handout _____

30 copies of paper, How to Identify and Deal with Pressure Groups _____

30 copies questionnaire analyzing a school's community relations program _____

30 copies summary of recommendations generated on school/district relations _____

B. A-V Equipment Procured and Functioning

Video cassette recorder and 2 TV's _____

Overhead projector _____

Pull-down screen _____

Video-cassette, "Pressure Groups" _____

Extension cords _____

Overhead transparencies and pens _____

C. Reference Books

R. Bean and H. Clemes, Elementary Principal's Handbook _____

D. Workshop Materials

Large sheets white paper and felt pens _____

II. Facilities

As previously, video cassette and TV's set up at front of room. 16mm movie projector not required. Room rearranged for evening presentation.

III. Roles and Responsibilities

Introductory remarks, Dr. R. Randall

Presentors: Session 1, A. Geering

Session 2, J. Cassew

Session 3 and 4, A. Geering

Evening Session, Dr. L. Droegemuller

IV. Learning Activities

Session 1: Presentation of lecture on how to set up an ongoing school community relations program. Participants required to complete questionnaire. Discussion and questions as a whole group.

Session 2: Presentation of lecture on community services in Rosemount. In-basket activity individually and then shared results in discussion groups.

Session 3: Video tape presented on how to identify and deal with pressure groups. Role play on conflict mediation. Discussion of outcomes.

Session 4: Small group work in interest groups: elementary, secondary middle school and secondary senior school. Groups have to devise a comprehensive plan for school-community relations to be handed in for typing and publishing for next day.

V. Evaluation

By observation and fish bowl as before.

Thursday, October 9

Objective

Participants should be able to demonstrate a thorough understanding of motivation theory and its application to the school setting.

Check here after completion of task

I. Materials

A. Handouts

30 copies A. Geering "Research on Motivation" _____

30 copies Motivation Opinionnaire _____

30 copies Motivation Interview _____

30 copies Motivation Interview Summary Sheet _____

30 copies Results of Motivation Opinionnaire _____

B. A-V Equipment Procured and Functioning

Overhead projector _____

16mm projector _____

Video cassette recorder and 2 TV's _____

Video "Motivation Interview" _____

Film, "Self Fulfilling Prophecy" _____

Pull-down screen _____

Extension cords _____

Overhead transparencies and pens _____

30 cassette recorders with automatic microphones and leads _____

C. Reference Books

W. Hoy and C. Miskel, Educational Administration _____

J. Lipham and J. Hoeh, The Principalship _____

T. Sergiovanni and F. Carver, The New School Executive _____

D. Workshop Materials

30 60-minute cassettes _____

E. Evaluation Instrument

Use same instrument as used for Time Management workshop. Also by observation and fish bowl. _____

II. Facilities

As before.

III. Roles and Responsibilities

Introductory remarks and maintenance, Dr. R. Randall

Sessions 1 to 4, Professor A. Geering

IV. Learning Activities

Session 1: Lecture on motivation theories. Film on Self Fulfilling Prophesies. Explanation and completion of Motivation Opinionnaire. Discussion of results of a survey using the instrument.

Session 2: 90 minute video demonstrating how to give a motivation interview (45 minutes) and analysis and feedback of results (45 minutes).

Session 3: In pairs, practice motivation interview.

Session 4: Prior to conference each principal and central office staff was asked to invite a subordinate to attend at 4 p.m. to take the motivation interview which would be recorded for analysis at a later date. Each participant would use their bedroom which contained a table and two chairs.

Session 5: A committee was elected on the Sunday evening to plan and run the festivities of the evening. Give out evaluation instrument which is similar to one used previously.

V. Evaluation

Observation, feedback, and fish bowl as before.

Friday, October 10

Objective

Participants should be able to understand historical trends in study of leadership, recent research findings and identify what style of leadership is relevant to their school staff and themselves.

Check here after completion of task

I. Materials

A. Handouts

30 copies, A. Geering, "Leadership: _____

30 copies, LBDQ _____

30 copies Questionnaire on "Group Think" _____

30 copies scoring key for LBDQ _____

B. A-V Equipment Procured and Functioning

Overhead projector _____

16mm projector and spare reel _____

Pull-down screen _____

Film, "Group Think" _____

Extension cords _____

Overhead transparencies and pens _____

C. Reference Books

J. M. Ivancevich, et al, Organizational Behavior and Performance _____

Scoring key for LBDQ _____

J. Lipham and J. Hoeh, The Principalship _____

L. Cunningham and W. Gephart, Leadership: The Science and Art Today _____

D. Workshop Materials

Nil _____

E. Evaluation Instruments

Instrument as used previously _____

II. Facilities

As before. 16mm film projector set up. Video not required.

III. Roles and Responsibilities

Introductory remarks and maintenance, Dr. R. Randall

Sessions 1, 2, 3, Professor A. Geering

Evaluation Session, Dr. R. Randall

Summary of Conference, Professor A. Geering

Closing Remarks, The Superintendent

IV. Learning Activities

Session 1: Lecture on historical trends of study of leadership. In small groups, discussion on advantages, disadvantages of trait approach, situational approach, and behavioral approach. Summary and presentation of implications of research on leadership for schools.

Session 2: Lecture on Fiedler's contingency model. Summary of research findings which validate the model. Introduce and show film, "Group Think." Completion of "Group Think" 10 multiple choice questions. Explanation of purpose of LBDQ. Completion of LBDQ.

Session 3: Scoring of LBDQ and interpretion of results. Handout of evaluation instrument.

Session 4: Summary of conference, evaluation and closing remarks.

Chapter 5

# ADMINISTRATIVE DESIGN

In Chapter 2, a NGT strategy was outlined to present the findings of the needs assessment to principals and Central Office staff. During this time inservice needs for treatment at the conference were ranked, the conference dates agreed upon, the venue selected, and this is the basis for the administrative design. The planning committee of five, acting on these deliberations and on inputs from the consultant and Assistant Superintendent, would then undertake the administrative design.

## Communication to Clients
(Publicizing the Conference)

It was decided that the Assistant Superintendent for Personnel would send letters to each participant reminding them about the inservice conference, the dates, the venue, and when they would be expected to arrive at the motel. In addition, a copy of the final program (see Appendix G) would be enclosed with the letter. Dr. Randall would also prepare an article for "Spotlight" and the local paper, and send letters of invitation to School Board members and community representatives.

Examples of these follow.

Letter to Participants

Independent School District 196
Rosemount, Minnesota

Dear Principal/Central Office Staff,

The planning committee has asked me to write to you about arrangements for the inservice conference for principals and central office staff to be held as agreed upon from Sunday, October 5 until Friday, October 10 at Burnsville Motel, Rosetta Road, Burnsville. A detailed copy of the program is enclosed for your information.

Professor Adrian Geering, whom you all know, will be directing the conference around the areas of need identified previously and agreed upon at our last meeting:

1. Working Relations with Central Office
2. School-Community Relations
3. Motivation of School Personnel
4. Leadership
5. Organizational Ability.

Please would you bring any relevant documents and materials that you may be able to use in these areas. You may recall that we discussed the kinds of things which could be relevant at our last meeting. You may also wish to present problems relating to these areas, so please would you come prepared to share any ideas--the program will give you some idea of the kinds of topics to be covered. Would you kindly complete the enclosed questionnaire so that Professor Geering can plan the program based on your responses.

You should advise your staff and secretary that Marie Jones will be acting as the conference "girl Friday," operating the conference office and telephone, 467-5486.

We are certainly looking forward to a profitable week together. Please would you plan to arrive at Burnsville Motel between 4 p.m. and 4:30 p.m. and register at the front desk. Marie Jones and I will be on hand to circulate conference materials and help you as required. An orientation session is planned for 5:00 p.m.; pre-dinner drinks will be served at 5:30 p.m. when School Board members arrive to share the evening with us.

In summary,

1. Please detach and return the "intention to attend" slip by return mail.

2. Please complete the enclosed needs assessment forms and return no later than Friday, August 29.

3. Please peruse the program and prepare for the conference by writing down problems for solution and by bringing relevant documents.

4. Please complete and bring the items at our meeting.

5. Please remember to invite a teacher to attend for the motivation interview on Thursday, October 9 at 4 p.m., as discussed at our meeting.

Best wishes.

Yours sincerely,

Dr. Ruth Randall
Assistant Superintendent

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

INTENTION TO ATTEND

Yes, I will be attending the inservice conference from October 5 to October 10 at Burnsville Motel.

Name_____

School_____

Letter to School Board Members

INDEPENDENT SCHOOL DISTRICT 196

Dear School Board Member:

The School District committee responsible for planning the inservice conference for principals and Central Office staff have asked me to invite you to the commencement dinner to be held on Sunday, October 5, at Burnsville Motel, Rosetta Road, Burnsville, at 6:00 p.m. Pre-dinner drinks will be served at 5:30 p.m. and we would be very pleased if you could join us for the evening. A copy of the conference program is enclosed for your information.

After dinner, the Chairperson of the School Board, Mrs. Alexander, will be addressing the conference on the future development of the School District. The committee thought that it would be good to have a panel of School Board members to discuss some of the issues raised and to answer questions. I would be pleased if you would let me know whether you are coming and if you are willing to serve on the panel.

Best wishes.

Yours sincerely,

Dr. Ruth Randall
Assistant Superintendent

- - - - -

A letter similar to the above would be sent inviting five representatives of community groups to attend on Wednesday, October 8, when the Mayor would be giving an after-dinner speech. A panel discussion would also be utilized.

Representatives (or nominations) to be invited:

President, League of Women Voters
Representative, Minister's fraternal
Representative, Citizen's Advisory Committee
Representative, Parent-Teacher Association
Representative of local municipality.

Article for "Spotlight" and Local Paper

Principals Go Back to School

An intensive inservice conference is being planned for principals and senior central office staff in Independent School District 196, Rosemount, Minnesota. The conference which is being held at the lovely Burnsville Motel, is planned for Sunday, October 5 to Friday, October 10.

Some of the highlights of the week include: an address by the School Board President, Carol Alexander; a panel discussion with School Board members; an address by Mayor John Ipswich; and a panel of community representatives to discuss issues and answer questions.

The District has been fortunate to secure the services of Professor Adrian Geering who will be directing the conference. Professor Geering, a native of Australia, will bring an international flavor to the conference. This is an important move by a growing school district which sees the need to help its leadership develop effectiveness and efficiency.

(Photograph of planning committee included.)

Registration

Since the group of participants is small and well-known to each other, there will be no formal registration process. On arrival at the motel, each participant will be given a packet of materials and a name tag to wear so that invited guests can identify participants by name. It was also decided that no "warm-up" period would be needed because participants knew each other well. During the conference, Dr. Randall and Professor Geering would be responsible for "trouble shooting" for equipment, emergencies and

the like--Dr. Randall's responsibility included everything except the program which was Professor Geering's responsibility.

## Finances

As mentioned previously, the School District had allocated $15,000 for the professional development of principals. Thus there were no budgetary limitations except the planning committee set a limit of $10,625 for the conference and follow-up activities. Considerable savings would result from using School District equipment and duplicating facilities.

### Budget

Independent School District 196
Principals' Inservice Conference, 1980

Financial Budget

Maximum Anticipated Participants: 24.

Budget line for inservice education, $15,000

| Item | Expense |
|---|---|
| Consultant's fee ($200/day) | $ 1,000.00 |
| Consultant's fares | 170.00 |
| Accommodation, 27 people ($45/day) | 6,075.00 |
| Duplication of schedules | 10.00 |
| Instructional supplies | 150.00 |
| Rental of 4 films ($35/film) | 140.00 |
| Rental of videotape | 35.00 |
| Registration--name tags | 5.00 |
| Certificates | 40.00 |
| Guest expense (meals) | 100.00 |
| Miscellaneous expense | 50.00 |
| Consultant's follow-up fares, 5 trips ($170/trip) | 850.00 |
| Consultant's follow-up, 10 days ($200/day) | 2,000.00 |
| TOTAL | $10,625.00 |

Footnote:

1. No mileage allowance will be paid for travel as the motel is located in the suburb adjoining the school district and participants would have had to travel to school district each day normally.
2. No equipment rental will be paid as this will be provided by the District: overhead projector, slide projector; movie projector; screen; video camera, video-cassette player, monitor and T.V.'s; cassette players; typewriter; and photo-copier.
3. No expense for clerical help is included as the assistant superintendent's secretary (Marie) is attending and will provide support services for the week's activity.
4. Alcoholic beverages and non-alcoholic drinks will be provided with the evening meal. Conference participants will need to provide their own drinks apart from this--two people will be elected by the group Sunday evening to manage this fund.
5. The accommodation costs for the group includes: use of the conference room (large enough to accommodate 60 people) which has moveable furniture; use of six small self-contained discussion rooms located alongside the conference room--these rooms have a blackboard, chairs and tables.

## Conference Responsibilities

| | Person Responsible |
|---|---|
| 1. Coordination with Burnsville Motel: | |
| Reservation of motel and conference rooms; payment of deposit. | Dr. R. Randall |
| Signs for lobby and meeting rooms | Dr. R. Randall/ Marie |

| | Person Responsible |
|---|---|
| Conference office for mail, telephone calls, messages. | Marie Jones |
| **2. Promotion:** | |
| Article for "Spotlight" | Dr. R. Randall/ Marie Jones |
| Article for Rosemount paper | Dr. R. Randall/ Marie Jones |
| **3. Registration** | |
| Programs (schedule of events) | Dr. R. Randall |
| Name tags and felt markers | Marie Jones |
| Instructional handouts | Adrian Geering |
| Registration personnel | Marie Jones |
| Late registrants | Marie Jones |
| **4. Food** | |
| Catering and room arrangements with motel for meals, morning and afternoon tea; special menus for commencement dinner and conference dinner; and accommodation. | Nancy Grimes/ Dr. J. Hanson |
| Cash bar arrangements | Tom Cosgrove |
| Head table determined for commencement dinner, conference dinner, and dinner for community leaders | Dr. R. Randall |
| **5. Learning Activities** | |
| Panel of Board of Education members speakers contacted | Dr. R. Randall |
| Panel of community leaders contacted | Dr. R. Randall |
| Superintendent contacted and outline of talk discussed. | Dr. R. Randall |

| | Person Responsible |
|---|---|
| Divisional Directors of School District contacted and outline of talk discussed | Dr. R. Randall |
| Discussion leader for groups | Dr. R. Randall |
| Organization of groups for conference | Adrian Geering |
| Films and video tape procured | Adrian Geering |
| Articles, references, handouts, programs printed | Marie Jones |
| Transparencies reproduced | Adrian Geering |
| Blank transparencies and markers | Marie Jones |
| Chalk and erasers | Marie Jones |
| Equipment | Robert Keeton |
| Markers and white paper | Marie Jones |
| Evaluation forms | Adrian Geering |
| Certificates printed | Dr. R. Randall |
| Typing of material during conference | Marie Jones |
| Summary of each session coordinated by Dr. P. Hadley. | |

6. Meeting Rooms

| | |
|---|---|
| Conference room arranged | Richard Smith |
| Discussion rooms arranged | Richard Smith |
| Lectern and microphone | Richard Smith |
| Setting up equipment | Richard Smith |

7. Post-Seminar

| | |
|---|---|
| Evaluations | Adrian Geering |
| Thank you letters | Dr. R. Randall |
| Equipment returned | Robert Keeton |
| Article for Educational Leadership | Adrian Geering/ Dr. R. Randall |

| | Person Responsible |
|---|---|
| 8. Problems during conference (firefighting) | |
| Accommodation, meals, etc. | Nancy Grimes |
| Administration | Dr. R. Randall |
| Daily communications | Dr. H. Bergquist/ Marie Jones |

Chapter 6

# EVALUATION PLAN

Evaluation of the conference activities will be undertaken at a number of levels. First, it will be necessary to evaluate daily activities during the conference so that continuing feedback will allow modification of the program, focus, and content, if required. Second, an overall evaluation of conference staff, learning activities and strategies, facilities and materials will provide valuable information for future conference. Third, it will be important to determine whether conference objectives were met and whether participants learned what they were supposed to learn. Fourth, the post-conference application of conference material could be evaluated at a later time. Fifth, the debriefing and evaluation of the conference by the planning committee.

## Evaluation During the Conference

At 5 p.m. each day, witnessed by the group, a fish-bowl technique will be used by the planning group to discuss and evaluate the day's activities considering such things as (a) Were the objectives met? (b) What were the specific strengths and weaknesses? At the end of this period, the conference group would be asked to give any additional comments. This activity would serve two purposes: first, it would provide an accurate on-going "picture" of the conference and be recorded by Marie Jones; also it would demonstrate to participants with a shared evaluation model which they could use in their back-home situation. A questionnaire will be also given out

to evaluate the day's activities on Monday, Thursday, and Friday. The results would be collated and added to the previous findings (see Appendix H).

## Overall Evaluation of the Conference

A questionnaire, containing specific questions about staff, learning activities and strategies, facilities and materials, has been devised and will be handed out for completion in the first part of the final evaluation session (see Appendix H). Marie Jones will then take the completed forms to the computer terminal nearby and process them so the results can be made available for the post-conference planning committee meeting at 4:00 p.m. the same day, prior to the consultant's departure on a late evening flight. The second phase of the evaluation will be to ask participants to determine whether the conference objectives were met or not by filling out a simple questionnaire.

An example of several items follows:

OBJECTIVES: Time management and organization.

If you can attain the following objectives, respond yes (✓); if not, respond no (✓).

| | Yes | No |
|---|---|---|
| 5a. List orally 4 common misconceptions about time management | | |
| 5b. Evaluate personal use of time | | |

etc.

At the end of this questionnaire, participants will be asked to list specific strengths and weaknesses of the various aspects of the conference. The third phase of the evaluation will be to openly discuss the conference with participants to receive positive and negative feedback about any aspect of the conference. This interaction may provide additional information not generated by the previous methods. A recorder will list the points

raised so that the planning committee can consider these in their post-conference session.

## Post-Conference Application by Participants

Each participant will be asked to draw up a specific action plan of things they can develop in their school as a result of the conference. They will be encouraged to discuss with the Assistant Superintendent of Personnel objectives for their school, activities, etc., and these will be used as the basis for the follow-up activities by the consultant.

## Post-Conference Planning Committee Evaluation

The committee will meet directly after the conference to debrief their own activities, to share their perceptions with regard to successful and less successful aspects of the conference, to review the accumulated evaluations, and to note how strengths can be capitalized and weaknesses can be eliminated in the future. In reviewing the evaluations, it will be helpful to look for patterns of response. For example, if most of the conference participants gave low rating to the lecture type learning experience, this should be investigated. It may mean many things. For example, it may mean that the lectures were irrelevant, or that they were poorly prepared, or that the learners' style did not match with the lecture style.

Some specific questions which the committee could ask include:

1. Did any crises arise? What caused these? Could they have been avoided?
2. Were conference costs within the estimated budget range?
3. Were facilities, accommodations and meals suitable and worth the cost involved?

4. Did sessions begin and end on time?
5. Was the content covered just right?
6. Was the pace too hurried? too slow?
7. Were the contributions by speakers suitable?
8. Was the administration of the conference good?
9. What changes would we recommend for a future conference?
10. Was the conference length right?

Obviously the planning committee will need to appoint someone to write a detailed report to send to the Superintendent. A further meeting will be required to consider and approve this report. A copy of the report should be made available to each participant to inform them of the findings of the evaluations and recommendations for further conferences. This committee should also appoint someone to write a report for "Spotlight" and the local paper. Dr. Randall and Professor Geering had previously undertaken to write an article for publication.

## Long-Term Evaluation

Long-term learning changes may be difficult to measure but follow-up interviews with participants, a sample of their subordinates and superordinates, may yield information which could be suggestive of changes in behavior. Another way of obtaining the information would be to send out the same needs assessment questionnaire used initially and obtain ratings from supervisors, the principal and staff to assess changes in behavior six months after the conference. The results of this survey could be compared with those from the earlier survey and improvements would be evident.

APPENDIX A

MAP OF SCHOOL DISTRICT

# INDEPENDENT SCHOOL DISTRICT 196

ROSEMOUNT, MINNESOTA 55068
423-4441

**ELEMENTARY SCHOOLS**

1. – Echo Park
2. – Westview
3. – Southview
4. – Cedar Park
5. – Parkview
6. – Greenleaf
7. – Diamond Path
8. – Rosemount
9. – Thomas Lake
10. – Northview

**MIDDLE SCHOOLS**

11. – Valley Middle
12. – Rosemount Middle

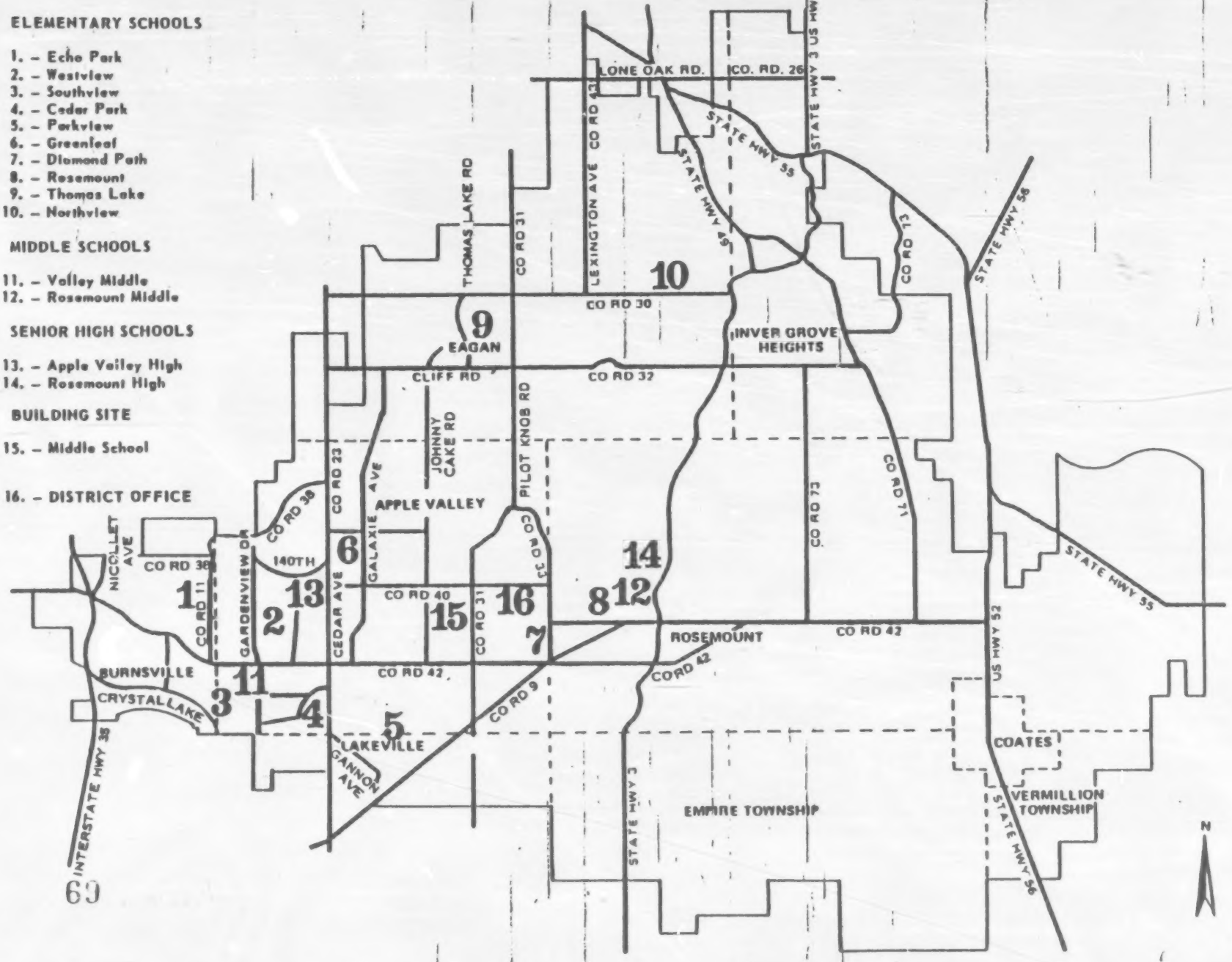
**SENIOR HIGH SCHOOLS**

13. – Apple Valley High
14. – Rosemount High

**BUILDING SITE**

15. – Middle School

16. – DISTRICT OFFICE

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INDEPENDENT SCHOOL DISTRICT #196
Rosemount, Minnesota 55068

| | | |
|---|---|---|
| | DISTRICT OFFICE | 14445 Diamond Path, Rosemount, MN 55068 |
| 01 | APPLE VALLEY SENIOR HIGH SCHOOL | 14450 Hayes Road, Apple Valley, MN 55124 |
| 02 | ROSEMOUNT SENIOR HIGH SCHOOL | 3335 - 142nd St. West, Rosemount, MN 55068 |
| 04 | APPLE VALLEY MIDDLE SCHOOL | 900 Gardenview Drive, Apple Valley, MN 55124 |
| 03 | ROSEMOUNT MIDDLE SCHOOL | 3135 - 143rd St. West, Rosemount, MN 55068 |
| √05 | CEDAR PARK ELEMENTARY SCHOOL | 7600 Whitney Drive, Apple Valley, MN ~~55068~~ 55124 |
| √06 | DIAMOND PATH ELEMENTARY SCHOOL | 14455 Diamond Path, Rosemount, MN 55068 |
| 07 | ECHO PARK ELEMENTARY SCHOOL | 14100 County Road 11, Burnsville, MN 55337 |
| 08 | GREENLEAF ELEMENTARY SCHOOL | 13333 Galaxie Way, Apple Valley, MN 55124 |
| 454-4134 or 4137 09 | NORTHVIEW ELEMENTARY SCHOOL | 965 County Road 30, Eagan, MN 55123 |
| 10 | PARKVIEW ELEMENTARY SCHOOL | 6795 Gerdine Path, Rosemount, MN 55068 |
| 11 | ROSEMOUNT ELEMENTARY SCHOOL | 3155 - 144th St. West, Rosemount, MN 55068 |
| 12 | SOUTHVIEW ELEMENTARY SCHOOL | 1025 Whitney Drive, Apple Valley, MN 55124 |
| 452-6678 or 6677 13 | THOMAS LAKE ELEMENTARY SCHOOL | 4350 Thomas Lake Road, Eagan, MN 55122 |
| 14 | WESTVIEW ELEMENTARY SCHOOL | 225 Gardenview Drive, Apple Valley, MN 55124 |



423-4441

# APPENDIX B

## NOMINAL GROUP TECHNIQUE AND BRAINSTORMING

## THE NOMINAL GROUP TECHNIQUE

NGT is a structured group meeting which follows a prescribed sequence of problem solving steps. The procedure may be summarized as follows:

1. Silent generation of ideas in writing.
2. Round robin presentation of ideas. Each idea is a single concise phrase. Each idea is recorded on a blackboard or flip chart.
3. Verbal presentation and clarification of each item.
4. Consolidation of overlapping items.
5. Individual voting on each item. The voting methodology varies according to the style of outcome desired (e.g., yes/no, rank order).

### The Specific Steps

Step 1: The problem is stated as clearly and definitively as possible.

Step 2: Silent generation of ideas in writing. Each group member writes down his/her solutions - as many as wished. Each member is required to contribute. Contributions are not anonymous.

Step 3: Round robin recording of ideas. In turn each group member selects one idea from his written list for recording on the blackboard or flip chart. Each idea must be individually and concisely reported. (Several rounds may be necessary to exhaust participant's lists.)

Step 4: Idea presentation and clarification. Each member may (a) speak to his solutions, and (b) ask for clarification of solutions proposed by others. The speaker must not deviate from the point, and questions must be based in such a manner that they do not comment, but are explicit in seeking clarification.

Step 5: Idea consolidation. Solutions may be consolidated by agreement between the members concerned. They alone participate. There is no interaction. If consensus agreement is not reached, the idea remain as proposed.

Step 6: Further clarification. A second opportunity for group members to seek clarification is given. The procedure is as for Step 4.

Step 7: Voting. The method is contingent on the type of outcomes sought. The two common methods are yes - no and rank order. (Sometimes a preliminary vote is taken in which group members are requested to select the five most important items. Only those items receiving preliminary votes are considered in the final vote.)

## BRAINSTORMING

I. Is a group problem solving process which is based on the generation of an extensive range of ideas by suspending criticism and comments until a subsequent evaluation session?

II. The process requires small groups of 6-9 persons.

Phase One

1. The problem is explicitly shared.
2. The ground rules are:
   a) No criticism is permitted during the brainstorming phase.
   b) No comments are permitted during the brainstorming phase.

c) Any idea should be voiced no matter what its apparent relevance might be as it may trigger useful ideas from other group members.

d) Quantity is desired.

Phase Two

1. The groups undertake a second session (if necessary) which is aimed at formulating potential alternate solutions based on the ideas developed in the first session. This session is again conducted without criticism or discussion. Each participant seeks to consolidate and utilize as many of the first session ideas as possible. A greatly shortened list of further developed alternate solutions results.

Phase Three

1. Each group selects its best ideas based on a set of considerations prescribed by the problem.

A variety of selection methods may be utilized:

1. Multiple factors - Fit with the problem, capability, and/or cost.
2. Yes/No
3. Consensus
4. Ranking
5. Rating scale

2. The group assigns a spokesman to each proposal that has met the above test criteria at a level determined by the group.

Phase Four

1. The groups combine.
2. One idea is taken and listed on a blackboard or other display media in turn from each group.
3. Spokesmen speak to their assigned items in turn. Other participants may comment on question.
4. The total group selects a number of the most important items (approximately 20%) from the consolidated list. These items are then rank ordered.

Phase Five

The wording of proposals and solution determined in this manner is often open to improvement. A small committee should be appointed to improve the presentation, acting under the instruction that no changes of meaning or intent are permissible.

APPENDIX C

PROBLEMS, FACTORS AND OUTCOMES IDENTIFIED
IN INDEPENDENT SCHOOL DISTRICT 196
USING NGT AND BRAINSTORMING

INDEPENDENT SCHOOL DISTRICT 196
Rosemount, Minnesota 55068



SEAGREN QUESTIONS FOR PROBLEM SOLVING PROCESS

1. What are the major problems or issues the building principal is facing in Independent School District 196? (Generation of ideas and decision making through NGT process on September 18, 1979)
2. What are the factors, conditions, or situations that contributed to your rating this item high in terms of a problem? (Factors, conditions or situations generated in brainstorming session on January 3, 1980)
3. What kinds of outcomes would be helpful in reducing or eliminating the problem? In reducing or eliminating the factors contributing to the problem? (Outcomes generated through the brainstorming process on January 3, 1980)
4. What activities or delivery systems would be useful in achieving the outcomes?
5. What areas of skills do you, as an administrator, need to develop to handle this problem or facilitate the achievement of the desired outcome?
6. In analysing your role, what conflicts do you perceive at the building, District or community levels?
7. What measures or indicators should be used in assessing the activities in terms of achieving the desired outcome?

RER:13Q/2

INDEPENDENT SCHOOL DISTRICT 196
Rosemount, Minnesota 55068



GENERATION OF IDEAS AND DECISION MAKING FROM NGT PROCESS
FACILITATOR - DR. ALAN T. SEAGREN

September 18, 1979
District Office

QUESTION:
What are the major problems or issues the building principal is facing in Independent School District 196?

IDEAS AND DECISIONS:

(21) Coping with ever increasing expectations for services and programs from students, staff, District Office, State, parents, community and nation.

(20) Maintaining personal physical and mental health.

(18) Providing leadership for new programs while maintaining existing responsibilities.

(18) Coping with the pressures of middle management - District Office and community served.

(18) Developing and maintaining the concept of human worth in a large district with large schools - students, teachers, and principals.

(16) Meeting diverse demands - time efficiency, i.e., becoming knowledgeable in many areas, i.e., legal.

(15) Administering the various working agreements without being identified as the "enforcer".

(12) Informing and managing local citizenry on school matters.

(11) Improving supervision and evaluation techniques and procedures for classified and certified staff.

(9) Ineffectiveness of resolving problems promptly in the maintenance area.

(9) Focusing building goals in harmony with District goals.

(8) Having the proper parent involvement that reflects needs of existing community.

(8) Autonomy of decision making in the building.

(7) Supervising and implementing of new Child Study procedures.

(7) Doing more with less dollars and setting priorities.

(7) Insuring each child is learning and showing progress.

C-4

(7) Managing to keep morale of teachers and kids in the building that is over capacity.

(7) Meeting the needs of discipline problem learners who do not fit into handicap guidelines.

(6) Teaching appropriate skills to all kids.

(6) General reduction of the principal's importance to the organization.

(5) Continuing to be effective on the job when you see things which need to be done but are ineffective at getting them done.

(5) Orchestrating the conflict of values within the community and the organization.

(4) Trying to keep up with four assistant superintendents.

(3) Finding time and learning techniques to be known as a person by students, staff and community.

(3) Knowing key leadership concept of principal is not an effect.

(3) Ascertaining quality of time spent on instructional issues.

(3) Maintaining high morale of all staff in a highly negative atmosphere.

(3) Meeting specific timelines for supportive services, i.e. custodians.

(3) Dealing with working parents.

(2) Being able to maintain self-worth and utilize effectively the classified staff - bus drivers, secretaries, cooks, and custodians.

(2) Utilizing a growing staff to develop curriculum to meet the needs.

(2) Dealing with teacher militancy and stronger teacher organization.

(1) Supplying guidelines for utilization of volunteers.

(1) Dealing with relationship to different roles - building manager, supervisor, students, parents, teachers.

(1) Needing a focus on supportive services to provide continuity in instruction.

(0) Needing administrative help to provide time and assistance to get the job done.

(0) Keeping abreast of relevent and new educational trends.

(0) Coping with the pressures on the principal to be flexible in many areas.

INDEPENDENT SCHOOL DISTRICT 196
Rosemount, Minnesota 55068



FACTORS, CONDITIONS, OR SITUATIONS THAT CONTRIBUTED TO RATING THE FOLLOWING ITEM HIGH IN TERMS OF A PROBLEM

The item is "coping with ever increasing expectatons for services and programs from students, staff, District Office, state, parents, community and nation" (received 21 votes in NGT process).

1. Too much paperwork from the District Office.

2. Timelines not provided - lead time too short.

3a. Comprehensive high school - desires for programs in many areas: basics, gifted, special eduation, vocational, business, health.

3b. Expectation of being psychologists - patching together families, monitoring health programs, providing transportation for one mile for students.

4a. Managing a diverse group of people to meet the expectations of all.

4b. Value expectations of persons are diverse; there is a pluralistic society within the school.

5. Emergence of the new right, i.e. back to the basics, sanctions of textbooks, anti-secular humanism.

6. Supervising a staff trained differently than what the community expectations are at present.

7. Community wants for the child; rise of private schools.

8. Student rights - parent understanding of due process.

9. Rumors - parent groups, staff, students not seeking the facts.

10. Change of the family structure - single parent families - children overprotected.

11. Disgruntlement of staff over salaries - direct reflection on morale.

12. Middle manager dilemma - role expectations - Are we advocates for staff or representatives of the District Office?

13. Growth of the District Office staff - more expectations from each person in a leadership role.

14. Expectation of doing more with less dollars - increased effeciency desired.

15. State government dictates, i.e. hours in day, special ed, other.

16. Legal expectations - due process.

17. Local policies, i.e. busing, disciplinary measures.

18. Change in leadership, i.e. Superintendent and Board - each has changing or "big" expectations of us.

RER:130/4

RR

INDEPENDENT SCHOOL DISTRICT 196
Rosemount, Minnesota 55068



WHAT KINDS OF OUTCOMES WOULD BE HELPFUL IN REDUCING OR ELIMINATING THE PROBLEM? OR REDUCING OR ELIMINATING THE FACTORS CONTRIBUTING TO THE PROBLEM

The problem is "coping with ever increasing expectations for services and programs from staff, District Office, state, parents, community and nation" (received 21 votes in NGT process).

1a. Establish realistic expectations using budget and personnel - Can we refuse to accept some requests for services? Can we educate the public that we cannot provide all services?

1b. Establish priorities; concentrate on our most important priorities in the District, i.e. is it gifted, basics, health, special education, vocational education, athletics, senior high electives, others?

2. School Board knowledge of what the community wants - Are two meetings sufficient?

3. Better communication networks; we should not over respond or respond only in crisis; we need to tell the story of what we are doing.

4. Reduction of apathy - increase interest in the academic program - interest by "jocks" for certain programs in athletics - parents may be satisfied so they do not seek visibility.

5a. Maintain the reputation of an outstanding school system.

5b. Understanding of why people move here - outstanding school system, Orrin Thompson money, District is growing rather than declining; we have the best of the worst - "all school systems are rotten today."

6. Positive morale and commitment on the part of the staff.

7. Investment by the public in education - dollars.

8. Quality of learning by the student at the end of twelfth grade.

9. Helping the academically talented child vs. the athletically talented child - recognition of achievement scores vs. athletic feats.

RER:13Q/5

RR

INDEPENDENT SCHOOL DISTRICT 196
Rosemount, Minnesota 55068



FACTORS, CONDITIONS, OR SITUATIONS THAT CONTRIBUTED TO RATING THE FOLLOWING ITEM HIGH IN TERMS OF A PROBLEM -

The item is "maintaining personal, physical and mental health" (received 20 votes in NGT process.)

1a. Developing a thick skin; not taking criticism personally.

1b. Being able to cope; 1 and 4 in the problems were stated as coping, i.e. "coping with ever increasing expectations for services and programs from students, staff, District Office, state, parents, community and nation" and "coping with the pressures of middle management - District Office and community served."

2a. Being able to use reference resources available.

2b. Understanding of self-we do not always want to admit we have a problem so we do not seek help.

3. Keeping personal and professional life separated.

4. Recognizing the real expectations of all persons or groups who make demands on us - community, parents, Superintendent, District Office staff, Board of Education, teachers, support staff, family.

5. Establishing own personal goals - analysing what we're about - Are we doing what we really want to be doing?

(Some persons gave the answers which could be used in the activities useful in achieving the outcome, such as:

1. Jogging every night after school as there is a need for physical conditioning.
2. Enforcing the smoking/non-smoking law.
3. Having jam sessions with peers - "Other people have the same problems;" staff needs jam sessions also.
4. Pooling resources - we should not have to reinvent the wheel.)

RER:13Q/3
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FACTORS, CONDITIONS, OR SITUATIONS THAT CONTRIBUTED TO RATING THE FOLLOWING ITEM HIGH IN TERMS OF A PROBLEM

The item is "providing leadership for new programs while maintaining existing responsibilities" (received 19 votes in NGT process).

1. Community expectations for new programs.

2a. Leadership for program improvement.

2b. Principal or teacher leadership within the building and/or District in programs (gifted).

3. The changing philosophy at the District and building levels change expectations.

4a. Motivation of staff during negotiations - status quo is maintained rather than developing new programs.

4b. Changing levels of productivity during negotiations.

5. Availability of money for programs vs. salaries, i.e. curriculum maintenance or new programs.

6. Style of using the resources (creativity of the leader).

6b. Authoritarian vs. team style.

7a. Definitional problem of "what is leadership?"

7b. Leadership is delegation of authority.

7c. Leadership is creating an environment.

7d. A leader can be a generalist. He/she does not have to be a specialist.

8a. Autonomy for principal within the building as the leader or facilitator or delegator with less District Office influence.

8b. Need to accept "advice" from the District Office.

9. Assistant principals need more authority to initiate.

10. Clarity of goals; direction is fuzzy; nebulous goals; setting of goals.

11a. Opportunity to learn about new programs.

11b. Apathy about learning about new programs.

11c. Interest in curricular programs - 80 changes to the Board of Education.

12. Setting of priorities.

13a. Attempting to provide a climate of being creative or only reacting to problems (crisis).

13b. Clarifying goals and philosophies should help us proact rather than react only.

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WHAT KINDS OF OUTCOMES WOULD BE HELPFUL IN REDUCING OR ELIMINATING THE PROBLEM?
IN REDUCING OR ELIMINATING THE FACTORS CONTRIBUTING TO THE PROBLEM?

The item is "providing leadership for new programs while maintaining existing responsibilities" (received 18 votes in NGT process).

1. Evaluative process for administrators related to growth.
2. Climate to openly discuss ideas.
3. Staff of administrators who know about time management and time efficiency.
4. Clear goals and philosophy.
5. Realistic expectations of schools by the public.
6. INSTRUCTION: simple to higher levels of learning by students - process (teaming); attitude towards students (child centered); end product; understanding by community, administrators, other staff.
7. Opportunity for administrators to know about other levels, i.e. elementary, middle, senior high.
8. Technological learning must be accompanied by warm humanistic attitudes.
9. Involve experts in change, i.e. the master teachers must be satisfied during the negotiations process.
10. Build self-concept through other means than salary.
11. Model small groups within the buildings; get teacher input; let persons let off steam.
12. Communications should be a two-way process; what is said should make a difference. The input should be used. There must be credibility and sincerity in seeking input.
13. Understanding of the dynamics of change.
14. Developing an operational definition of leadership.
15. Retaining administrator credibility.
16. Understanding of the middle manager role.

RER:13Q-6-7

# APPENDIX D

# QUESTIONNAIRE

# THE PRINCIPALSHIP IN SCHOOL DISTRICT 196

## IDENTIFYING THE COMPETENCIES

## PRINCIPALS' QUESTIONNAIRE

Project Director

Adrian D. Geering

Department of Educational Administration
University of Nebraska-Lincoln
Lincoln, Nebraska 68588

SECTION A

1. Name of school _____

2. How many teachers, including yourself, were employed at your school on September 30, 1979? (full-time equivalents) _____

3. What is your sex?

   a. Male _____

   b. Female _____

4. What is your age?

   a. 20-24 _____ d. 35-39 _____ g. 50-54 _____

   b. 25-29 _____ e. 40-44 _____ h. 55-59 _____

   c. 30-34 _____ f. 45-49 _____ i. 60 and over _____

5. How many years of experience do you have as an <u>educator</u>? (count the present year as a full year)

   a. Total _____ years

   b. In your present school _____ years

   c. In this school district _____ years

6. How many years of experience do you have as a <u>principal</u>? (count the present year as a full year)

   a. Total _____ years

   b. In your present school _____ years

   c. In this school district _____ years

7. What is the highest level of education you have attained?

| | | Year obtained |
|---|---|---|
| Masters | _____ | _____ |
| 6th Year | _____ | _____ |
| Doctorate | _____ | _____ |

Are you presently enrolled in a professional degree program? _____

SECTION B

BEHAVIOR OF PRINCIPALS

Directions

Following are listed a number of behaviors which have been identified by the National Association of Secondary School Principals as being important to the job of principal. These have been expressed as dimensions of behavior.

Please give two ratings for each dimension. The first, entitled PRESENT LEVEL OF SKILL, asks you to indicate your present level of performance as you perceive it in terms of each skill.

The second, entitled IMPORTANCE OF THIS SKILL, asks you to indicate the importance you attach to this skill for you as a principal in this school. You should differentiate among items; that is, your ratings may vary from 1 (very low) to 5 (very high). Please CIRCLE the number which corresponds to your assessment.

| Please CIRCLE your response | PRESENT LEVEL OF BEHAVIOR | | | | | IMPORTANCE OF BEHAVIOR | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Very Low | Low | Moderate | High | Very High | Very Low | Low | Moderate | High | Very High |
| 1. Problem Analysis. Ability to seek out relevant data and analyze complex information to determine the important elements of a problem situation; searching for information with a purpose. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 2. Judgment. Skill in identifying educational needs and setting priorities; ability to reach logical conclusions and make high-quality decisions based on available information; ability to critically evaluate written communications. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 3. Organizational Ability. Ability to plan, schedule, and control the work of others; skill in using resources in an optimal fashion; ability to deal with a volume of paper work and heavy demands on one's time. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 4. Decisiveness. Ability to recognize when a decision is required and to act quickly. (Without an assessment of the quality of the decision.) | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 5. Leadership. Ability to recognize when a group require direction, to get others involved in solving problems, to effectively interact with a group, to guide them to the accomplishment of a task. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 6. Sensitivity. Ability to perceive the needs, concerns, and personal problems of others; tact in dealing with persons from different backgrounds; skill in resolving conflicts, ability to deal effectively with people concerning emotional issues; knowing what information to communicate and to whom. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 7. Range of Interests. Competence to discuss a variety of subjects (educational, political, economic, etc.); desire to actively participate in events. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 8. Personal Motivation. Showing that work is important to personal satisfaction; a need to achieve in all activities attempted; ability to be self-policing. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 9. Educational Values. Possession of well-reasoned educational philosophy; receptiveness to change and new ideas. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 10. Stress Tolerance. Ability to perform under pressure and opposition; ability to think on one's feet. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 11. Oral Communication Skill. Ability to make a clear oral presentation of ideas and facts. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 12. Written Communication Skill. Ability to express ideas clearly in writing; to write appropriately for different audiences--students, teachers, parents, other administrators. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |

SECTION B

BEHAVIOR OF PRINCIPALS

Directions

Following are listed a number of behaviors which have been identified and validated by the National Association of Secondary School Principals as being important to the job of principal. These have been expressed as dimensions of behavior.

Please give two ratings for each dimension. The first rating, entitled PRESENT LEVEL OF BEHAVIOR, asks you to rate the performance of your principal as you perceive his/her performance to be in terms of each dimension of behavior.

The second rating, entitled IMPORTANCE OF THIS BEHAVIOR, asks you to rate the importance of each of these dimensions as you perceive them to be for a principal in this school district. You should differentiate among items; that is, your ratings may vary from 1 (very low) to 5 (very high). Please CIRCLE the number which corresponds to your assessment.

Please CIRCLE your response.

| BEHAVIOR | PRESENT LEVEL OF BEHAVIOR | | | | | IMPORTANCE OF BEHAVIOR | | | | | OFFICE USE ONLY |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Very Low | Low | Moderate | High | Very High | Very Low | Low | Moderate | High | Very High | |
| 1: Problem Analysis. Ability to seek out relevant data and analyze complex information to determine the important elements of a problem situation; searching for information with a purpose. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 17-18 |
| 2. Judgment. Skill in identifying educational needs and setting priorities; ability to reach logical conclusions and make high-quality decisions based on available information; ability to critically evaluate written communications. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 19-20 |
| 3. Organizational Ability. Ability to plan, schedule, and control the work of others; skill in using resources in an optimal fasion; ability to deal with a volume of paper work and heavy demands on one's time. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 21-22 |
| 4. Decisiveness. Ability to recognize when a decision is required and to act quickly. (Without an assessment of the quality of the decision.) | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 23-24 |
| 5. Leadership. Ability to recognize when a group requires direction, to get others involved in solving problems, to effectively interact with a group, to guide them to the accomplishment of a task. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 25-26 |
| 6. Sensitivity. Ability to perceive the needs, concerns, and personal problems of others; tact in dealing with persons from differend backgrounds; skill in resolving conflicts, ability to deal effectively with people concerning emotional issues; knowing what information to communicate and to whom. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 27-28 |
| 7. Range of Interests. Competence to discuss a variety of subjects (educational, political, economic, etc.); desire to actively participate in events. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 29-30 |
| 8. Personal Motivation. Showing that work is important to personal satisfaction; a need to achieve in all activities attempted; ability to be self-policing. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 31-32 |
| 9. Educational Values. Possession of well-reasoned educational philosophy; receptiveness to change and new ideas. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 33-34 |
| 10. Stress Tolerance. Ability to perform under pressure and opposition; ability to think on one's feet. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 35-36 |
| 11. Oral Communication Skill. Ability to make a clear oral presentation of ideas and facts. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 37-38 |
| 12. Written Communication Skill. Ability to express ideas clearly in writing; to write appropriately for different audiences--students, teachers, parents, other administrators. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 39-40 |

PLEASE SEE OVER

## SECTION C

### COMPETENCIES OF PRINCIPALS

Directions

In the pages following are listed a number of competencies which may be required for you to perform your job as a principal. These have been expressed in terms of tasks for which the principal is responsible.*

Please give two ratings for each task. The first, entitled PRESENT LEVEL OF COMPETENCE, asks you to indicate your present performance as you perceive it in terms of each competency. A rating of 5 means that you feel you are performing at the highest level of effectiveness; a rating of 1 means that you feel you are performing at the lowest level of effectiveness.

The second, entitled IMPORTANCE OF THIS COMPETENCY, asks you to indicate the importance you attach to this competency for principals in this school district. You should differentiate among items; that is, some items may be ranked "1", some "2", some "3", some "4", and some "5".

A scale from 1 (very low) to 5 (very high) is provided for each rating. Please CIRCLE the number which corresponds to your assessment.

*It is assumed that the principal may work with others on staff to discharge these responsibilities.

Please CIRCLE your response

| | PRESENT LEVEL OF COMPETENCE | | | | | IMPORTANCE OF THIS COMPETENCY | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| COMPETENCY AREA 1: WORKING RELATIONSHIPS WITH CENTRAL OFFICE--POLICY DEVELOPMENT FOR THE DISTRICT | Very Low | Low | Moderate | High | Very High | Very Low | Low | Moderate | High | Very High |
| 1. The principal works with the school board, superintendent and central office staff in the defining, coordinating, interpreting, and implementing the educational policy of the district. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 2. The principal consults with central office staff on educational and organizational matters. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 3. The principal serves as a liaison between the school, the district office and the state Office of Education. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 4. The principal collects and interprets statistical information periodically requested by the district office. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 5. The principal provides the central office staff with the information needed to clarify his position when complaints are brought against his school. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| COMPETENCY AREA 2: FINANCIAL MANAGEMENT | | | | | | | | | | |
| 6. The principal organizes, supervises, and manages the financial affairs of the school. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 7. The principal provides resources and money for the educational programs of his school. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 8. The principal makes resources available to the staff (for supplies, money, equipment, etc.). | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 9. The principal is familiar with the projected budgetary needs of his school, including salary, operation and maintenance costs. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 10. The principal knows the financial situation of his school and analyzes cost by student, grade, by total enrollment, by number graduating, and by number failed or dropping out. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |

| | PRESENT LEVEL OF COMPETENCE | | | | | IMPORTANCE OF THIS COMPETENCY | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| COMPETENCY AREA 3: COMMUNITY SERVICES AND COMMUNITY RELATIONS | Very Low | Low | Moderate | High | Very High | Very Low | Low | Moderate | High | Very High |
| 11. The principal plans for and establishes public relations programs with the community. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 12. The principal mediates disputes between parents, teachers, staff and students. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 13. The principal identifies the community forces that affect the operation of the school and the implications of those forces. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 14. The principal ought to be capable of publically supporting his idealogical convictions as well as his opinions concerning the problems confronting the community. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 15. The principal cooperates with civic organizations, and maintains good public relations with the communications media. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| COMPETENCY AREA 4: PUPIL PERSONNEL--COUNSELING AND GUIDANCE | | | | | | | | | | |
| 16. The principal utilizes counseling techniques with, and sees to it that guidance programs are provided for, students. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 17. The principal encourages students to participate in developing and implementing student programs. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 18. The principal encourages and initiates studies that discover causes for difficulties and failures experienced by students, and helps in finding solutions for those difficulties. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 19. The principal is an advocate of the students and communicates with them regarding aspects of their school life. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 20. The principal organizes and directs the work of the counselors, as well as the orientation and social services of the school. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| COMPETENCY AREA 5: STUDENT ACTIVITIES | | | | | | | | | | |
| 21. The principal organizes, administers and coordinates all the student activities of his school. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 22. The principal evaluates the student activities program. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 23. The principal determines and maintains standards for participation in student activities. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 24. The principal develops and supervises the organization and functioning of student government. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 25. The principal supervises the school's extra-curricular activities (assemblies, sports, etc.). | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |

| | PRESENT LEVEL OF COMPETENCE | | | | | IMPORTANCE OF THIS COMPETENCY | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| COMPETENCY AREA 6: PUPIL CONTROL--DISCIPLINE, ATTENDANCE | Very Low | Low | Moderate | High | Very High | Very Low | Low | Moderate | High | Very High |
| 26. The principal defines responsibilities in an effort to achieve regular attendance and control of the drop-out rate. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 27. The principal establishes adequate control of the student body and provides necessary disciplinary roles with the help and cooperation of teachers, parents and students. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 28. The principal maintains discipline, balanced with the normal functioning of instructional and extra-curricular activities. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 29. The principal develops relationships of mutual understanding with the students by demonstrating his interest in their welfare. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 30. The principal maintains adequate communication with parents so that he is able to communicate timely information to them regarding their children. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| COMPETENCY AREA 7: SCHOOL PLANT ORGANIZATION AND CONTROL | | | | | | | | | | |
| 31. The principal plans the school's educational program in accordance with the available facilities and equipment. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 32. The principal regularly inspects the grounds and buildings personally. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 33. The principal efficiently manages and operates the plant and its facilities, and supervises the custodial help. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 34. The principal finds the means and resources that make possible reasonable building maintenance; and he coordinates the plans for repairs, additions, and remodeling. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 35. The principal maintains a current inventory of the equipment, furniture, and supplies of the school, and establishes and checks on a plan for reasonable periodic inspections. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| COMPETENCY AREA 8: AUXILIARY SERVICES | | | | | | | | | | |
| 36. The principal organizes and manages the cafeteria service. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 37. The principal cares for the health of the students by encouraging the organization and implementation of preventive medical services (vaccination, others). | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 38. The principal cares for the physical well being of the students by attempting to eliminate potential hazards and by organizing first aid services. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 39. The principal provides transportation services making possible regular attendance. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 40. The principal supervises and evaluates the auxiliary services of the school. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |

| | PRESENT LEVEL OF COMPETENCE | | | | | IMPORTANCE OF THIS COMPETENCY | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| COMPETENCY AREA 9: PERSONNEL ADMINISTRATION | Very Low | Low | Moderate | High | Very High | Very Low | Low | Moderate | High | Very High |
| 41. The principal organizes, coordinates, and supervises both teaching and administrative staff assignments. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 42. The principal assists, advises, counsels and provides guidance to the staff in their personal and school problems. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 43. The principal identifies the needs and interests of the entire school staff. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 44. The principal regularly evaluates the teaching abilities of his teachers. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 45. The principal develops and improves the staff by attracting and retaining competent personnel. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| COMPETENCY AREA 10: PERSONNEL IMPROVEMENT | | | | | | | | | | |
| 46. By his own example, the principal stimulates and encourages teachers to keep abreast of current educational developments. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 47. The principal encourages teachers to develop educational objectives and to work towards concrete goals. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 48. The principal organizes, directs, coordinates, supervises, and evaluates inservice training programs and summer workshops. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 49. The principal challenges his teachers to practice innovative and creative educational methods and techniques. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 50. The principal supervises instruction by employing modern procedures and techniques of supervision. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| COMPETENCY AREA 11: EVALUATION AND PLANNING OF THE EDUCATIONAL PROGRAM--THE DEVELOPMENT OF CURRICULA AND INSTRUCATION | | | | | | | | | | |
| 51. The principal plans and evaluates the instructional and curricular programs with the help of parents, teachers, and students. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 52. The principal assesses the students' educational needs with the help of parents, teachers, and students. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 53. The principal provides opportunity, direction and guidance to his teachers in developing curricula. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 54. The principal plans for registration and registration procedures, and for opening and closing the school year. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 55. The principal sees to it that high levels of academic achievement are maintained, and defines the standards and procedures for evaluating the results of instruction in his school. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |

| COMPETENCY AREA 12: RESEARCH AND DEVELOPMENT PROJECTS--INVESTIGATION AND TESTING OF NEW TECHNIQUES: INNOVATIONS AND CHANGE | PRESENT LEVEL OF COMPETENCE | | | | | IMPORTANCE OF THIS COMPETENCY | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Very Low | Low | Moderate | High | Very High | Very Low | Low | Moderate | High | Very High |
| 56. The principal employs professional research techniques, interprets the results, and applies the conclusions in solving the educational problems of his school. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 57. The principal develops long-range educational plans by involving parents, teachers, students, and central office personnel. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 58. The principal encourages and supports educational research, especially when teachers show interest. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 59. The principal foments and supports experimental, educational projects in order to promote innovation and change in education. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 60. The principal organizes seminars, and similar activities, in order to stimulate inquiry in his teachers in testing new learning and teaching theories. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |

# APPENDIX E

## ITEM BANK

COMPETENCY AREA 1: WORKING RELATIONS WITH CENTRAL OFFICE--POLICY DEVELOPMENT FOR THE DISTRICT

1. Actively participates in district-level activities.
2. Seeks appropriate alternatives if original proposals are not accepted.
3. Reports to Central Administration concerning school, community, staff, and student development.
4. Makes recommendations to superintendent concerning tenure or dismissal of staff members.
5. Organizes school staff in order to implement educational goals of the school system.
6. Utilizes board recommendations in revising educational plans.
7. Identifies program goals and objectives which are consistent with school district goals.
8. Clarifies decision making responsibility to subordinates.
9. Makes recommendations to superintendent for the improvement of physical facilities (e.g., classroom furnishings, building additions, grounds).
10. Utilizes services of subject matter specialists assigned system-wide responsibilities.
11. Makes recommendations to superintendent concerning prospective employees.
12. Implements school board policies affecting school personnel.
13. Works with superintendent in planning district-wide educational goals.
14. Identifies existing problems in the school and relates to long range planning of the district.
15. Interprets system decisions and priorities to the instructional and non-instructional staff.

COMPETENCY AREA 2: FISCAL MANAGEMENT

1. Involves staff members in a process to refine budget requests as related to school's goals and objectives.

2. Provides objective rationale for establishing budget priorities.

3. Accounts for expenditure of school funds in accordance with existing laws and regulations.

4. Makes periodic financial reports as required by governmental agencies.

5. Projects staffing needs based on financial resources.

6. Purchases instructional materials within budgetary limits.

7. Makes recommendations for the improvement of physical facilities (e.g., classroom furnishings, building additions, ground).

8. Makes decisions about instructional materials and equipment utilizing budgetary constraints.

9. Recommends financial budgets to local board of education and other governmental agencies as required by law.

10. Purchases services and materials in accordance with the financial budget and with authorization of the board of education.

11. Provides superintendent with information needed for financial audits.

12. Uses budgetary guidelines to structure school activities.

13. Administers the school budget in accordance with legal requirements.

14. Prepares financial statements and reports as required to meet legal guidelines.

15. Maintains a bookkeeping and accounting system to meet State Department of Education requirements.

16. Delegates to appropriate persons responsibility to implement policies governing internal accounting.

COMPETENCY AREA 3: COMMUNITY SERVICES AND COMMUNITY RELATIONS

1. Demonstrates openness in dealing with community groups.
2. Confers with parents when they visit the school.
3. Provides structure for dialogue and cooperation between faculty and community groups.
4. Uses various communication devices to keep public informed.
5. Develops relationships with local media to insure adequate exposure of school activities and needs.
6. Enlists the aid of the community in assessing needs and setting broad instructional goals.
7. Explains school and system instructional policies and procedures and reports instructional problems and achievements to the community.
8. Provides an adequate system for reporting student performance to parents, prospective employers, higher educational institutions, and others.
9. Communicates to the staff of the school and the system the feelings and desires of the community.
10. Helps the staff to recognize their public relations responsibility.
11. Seeks to know the parents and to interpret the school's programs to them.
12. Develops communication channels with parents and local community.

COMPETENCY AREA 4: PUPIL PERSONNEL--COUNSELING AND GUIDANCE

1. Strives to know and understand students and considers any reasonable request.

2. Communicates to students the reasons for school policies.

3. Makes available to students occupational and educational information derived from community and professional services.

4. Commends students who are involved in outstanding academic projects.

5. Plans conferences to interpret the professional evaluating of students, to parents, teachers, counselors.

6. Prioritizes student personnel problems needing solution.

7. Schedules times to be available to students for informal interaction.

8. Plans an adequate counseling program for students using school counselors and/or academic advisors.

9. Collects follow-up information on former students to improve student personnel services.

10. Maintains an adequate achievement testing program for diagnostic and educational purposes.

11. Uses available community service agencies in planning a program to meet children's special needs.

12. Evaluates the effectiveness of student personnel services.

13. Identifies alternative educational plans for students consistently failing as a result of regular classroom instruction.

14. Maintains a system of child accounting and attendance.

15. Identifies ways in which teachers can provide students with opportunities for self-evaluation.

16. Organizes guidance and counseling services for students.

17. Encourages staff to recognize and commend worthwhile accomplishments of students.

18. Plans a student information record system as part of the school guidance program.

COMPETENCY AREA 5: STUDENT ACTIVITIES

1. Determines and maintains standards for participation in student activities.
2. Schedules extracurricular school activities efficiently.
3. Elicits staff participation in extracurricular activities.
4. Periodically reviews the number and nature of student activities.
5. Creates a climate which insures student participation in school decisions.
6. Evaluates student activities program.
7. Supports school activities program by active participation and attendance.
8. Provides a means of relating the composite picture of student activities to educational objectives of the school system.
9. Provides for the dissemination of information concerning a variety of staff and student activities in the form of annoucements and calendars.
10. Provides a clearinghouse (designates staff, facilities, and location) for student activities.
11. Develops and coordinates the student activities programs.
12. Develops long-range plans for the assessment of existing student activities and the development of additional student activities.

COMPETENCY AREA 6: PUPIL CONTROL--DISCIPLINE, ATTENDANCE

1. Provides teachers with uniform procedures for keeping and reporting attendance.
2. Establishes orientation activities for incoming pupils.
3. Organizes system whereby discipline problems are dealt with promptly.
4. Provides resources to help staff in recognizing and dealing with student behavior problems.
5. Assigns students to appropriate spaces and time units for instruction.
6. Plans pupil and parent orientation meetings for new students to familiarize them with schools.
7. Takes effective action on discipline matters requiring his intervention.
8. Maintains cumulative records on students.
9. Implements a system to achieve regular attendance by students.
10. Analyzes and interprets age-grade distributions in terms of educational needs.
11. Determines the geographical distribution of children and predicts geographical shifts in population of children.
12. Develops within the professional staff procedures for dealing with attendance and enrollment problems.

COMPETENCY AREA 7: SCHOOL PLANT ORGANIZATION AND CONTROL

1. Assesses physical plant and equipment needs in terms of school goals and objectives.
2. Establishes procedures and techniques for adequate plant security.
3. Develops a comprehensive plan for the orderly improvement of school plant facilities and equipment.
4. Monitors the changing needs for materials, equipment, and facilities to accomplish instructional goals.
5. Allocates materials, equipment, and facilities to accomplish instructional goals.
6. Directs the identification and selection of needed materials, equipment, and facilities for instruction.
7. Coordinates the redesigning of instructional facilities to accomplish instructional goals.
8. Informs staff of legal mandates that affect school operations.
9. Periodically inspects school plant facilities.
10. Achieves efficient and effective utilization of the school environment.
11. Operates plants and facilities within budgetary limits.
12. Regularly checks quality of plant maintenance and work performance of maintenance personnel.

COMPETENCY AREA 8: AUXILIARY SERVICES

1. Structures a cafeteria schedule and traffic flow chart to facilitate students and class schedule.

2. Provides for health, safety, and welfare of students and staff.

3. Coordinates with district to procure equipment to render services for all transportation needs.

4. Defines, with appropriate personnel, the objectives and standards for an effective library/media center.

5. Helps in the development of a systems flow chart for efficient office routine.

6. Coordinates with local police to insure smooth functioning of school.

7. Monitors the changing needs for noninstructional services in order to accomplish instructional goals.

8. Organizes and coordinates noninstructional services to ensure the accomplishment of instructional goals.

9. Oversees food services program.

10. Forms or utilizes an existing health council or advisory committee to plan and propose health services policies.

11. Acquires competent medical, dental, and nursing staff capable of furnishing these health services designated in school policy.

12. Makes provisions with the teaching and medical staff for the identification, functions, responsibilities, and role limitations involved in proper handling of injuries or illnesses occurring during school hours.

COMPETENCY AREA 9: PERSONNEL ADMINISTRATION

1. Demonstrates concern for teacher problems and encourages open discussion of issues.

2. Counsels teachers and staff on personal problems.

3. Defines job requirements for each position in terms of instructional processes.

4. Assists in the recruitment and selection of personnel for instructional responsibilities.

5. Assigns or reassigns instructional staff to ensure the best conditions for learning.

6. Recommends staff for re-employment, promotion or dismissal.

7. Interprets established salary schedules to staff.

8. Selects prospective employees according to established employment guidelines.

9. Advises teachers of individual student's rights and responsibilities.

10. Assigns decision making tasks to lower staff commensurate with their organizational responsibility.

11. Plans to increase teachers' understanding of students by allowing teachers to review students' cumulative records.

12. Designs a system for involving teachers in evaluating the school's operation.

13. Invites staff participation in decision making concerning school policies.

COMPETENCY AREA 10: PERSONNEL IMPROVEMENT

1. Follows established district and school procedures for selection of new staff members.

2. Involves subordinate supervisors in sele tion process whenever possible.

3. Encourages professional growth of staff members to meet new and changing needs of job.

4. Participates in professional growth activities: attends professional meetings, reads professional journals, takes classes or attends seminars on relevant topics.

5. Consults with union officials in disciplinary actions involving teachers.

6. Maintains good working relationships with union officials.

7. Plans in-service training programs for teachers by relating performance data to school goals.

8. Advises individual teachers on participation in in-service training activities.

9. Leads in-service training sessions for teachers.

10. Organizes and coordinates in-service training programs so as to make the most effective use of available personnel, time, materials, space and money.

11. Trains other members of staff to assume leadership roles in the in-service program.

12. Assesses the effectiveness of in-service training activities and programs.

13. Communicates to staff the importance of professional identification and development.

14. Gathers information about teaching practices by observing teachers in classrooms.

15. Periodically assesses the effectiveness of teaching methods.

16. Plans in-service training around the results of staff evaluation.

17. Assists teachers in developing skills related to solving instructional problems.

18. Works with teachers in designing classroom environments conducive to learning.

COMPETENCY AREA 11: EVALUATION AND PLANNING OF THE EDUCATIONAL PROGRAM--THE DEVELOPMENT OF CURRICULA AND INSTRUCTION

1. Plans and develops a process for student, teacher, and parent involvement in determining curriculum goals and objectives.
2. Evaluates curriculum in terms of achieving these objectives.
3. Constructs a class schedule with a minimum number of conflicts.
4. Maximizes efficient use of staff and facilities.
5. Sets priorities for provision of materials and resources according to financial limitations.
6. Collects, organizes, analyzes, and interprets data concerning "other-than-teacher" influences on learning.
7. Collects, organizes, analyzes, and interprets data concerning the performance of students.
8. Collects, organizes, analyzes, and interprets data concerning former students.
9. Assists in the development or modification of instructional materials that are not available commercially.
10. Monitors the changing needs for time and space for various instructional purposes.
11. Allocates time and space for various instructional purposes.
12. Guides the development of instructional units to implement goals and objectives which are unique to the school.
13. Assists teachers in developing more effective practices for attaining instructional objectives.
14. Establishes appropriate procedures for evaluating progress toward instructional objectives.
15. Plans student performance criteria in subject matter areas with teachers.
16. Includes parents, teachers, and students in planning educational programs.
17. Works with teachers in evaluating the instructional climate in the classroom.
18. Provides for teacher suggestions in designing new curricula.
19. Establishes procedures for modifying curriculum content and organization.

COMPETENCY AREA 11: Continued

20. Assesses curriculum effectiveness.

21. Includes interests of students in designing new curriculum.

22. Establishes curriculum committees to plan for the use of instructional materials.

23. Considers individual differences between students when developing instructional procedures.

24. Includes teachers in designing methods for evaluating instruction.

25. Makes use of standardized instruments when evaluating the educational program.

26. Plans curriculum schedules that reflect staff curriculum organization (e.g., time, place, subject matter, staff).

27. Designs a curriculum which meets individual learner needs.

28. Utilizes laymen and experts for evaluating the school curriculum and instructional program.

COMPETENCY AREA 12: RESEARCH AND DEVELOPMENT PROJECTS--INVESTIGATION AND TESTING OF NEW TECHNIQUES, INNOVATIONS AND CHANGE

1. Knows how to utilize information resources when necessary.

2. Trains teachers in the use of a variety of media (e.g., audio-visual equipment, library resources, etc.).

3. Utilizes research evidence in the professional literature when planning educational programs.

4. Finds research appropriate to a problem and utilizes it effectively in seeking solutions to the problem.

5. Contributes to the development of a planned program of professional development for all teachers and principals of the district.

6. Participates in school district, state and national seminars, workshops and conferences which deal with topics of self improvement in the principalship.

7. Accepts responsibility for professional growth through membership and participation in the affairs of professional organizations, including attendance at regional, state and national meetings.

8. Maintains currency on important issues.

9. Pursues programs of post-certification college and university course work which will enhance leadership skills and administrative expertise and improve performance.

10. Able to identify goals and activities for the personal and professional development of teachers and himself/herself; and is able to state long-range plans for progress toward, or attainment of, goals stated.

11. Stores and retrieves significant data to utilize it in planning, problem-solving, decision-making and purpose setting.

12. Gathers data and utilizes research in assessing the overall health of the organization in order to improve the effectiveness of the school.

13. Actively encourages and supports research by allowing teacher research and research by experts outside the school.

# APPENDIX F

## CONTENT ASSESSMENT

ASSESSMENT OF CONTENT FOR THE CONFERENCE

Name_____

I would like to identify the level of knowledge and skills that participants have prior to coming to the conference. Please would you rank each of the parts of the content using the following 4-point scale:

1--Unfamiliar to me.
2--Limited knowledge of concept.
3--Can understand the concept
4--Can apply the concept--do not desire further study.

Area 1: Relations with Central Office

| | | | | |
|---|---|---|---|---|
| School District policy . . . . . | 1 | 2 | 3 | 4 |
| School District procedures . . . . . | 1 | 2 | 3 | 4 |
| The principal's relation with Central Office . . . . . | 1 | 2 | 3 | 4 |

Area 2: Community Services and Community Relations

| | | | | |
|---|---|---|---|---|
| Community services in Rosemount . . . . . | 1 | 2 | 3 | 4 |
| Principles of school-community relations . . . . . | 1 | 2 | 3 | 4 |
| School Board policy on this area . . . . . | 1 | 2 | 3 | 4 |
| Conflict resolution strategies . . . . . | 1 | 2 | 3 | 4 |
| Value clarification strategies . . . . . | 1 | 2 | 3 | 4 |

Area 3: Motivating Personnel

| | | | | |
|---|---|---|---|---|
| Theories of motivation . . . . . | 1 | 2 | 3 | 4 |
| Evaluating staff motivation . . . . . | 1 | 2 | 3 | 4 |
| Conducting motivation interviews . . . . . | 1 | 2 | 3 | 4 |
| Giving feedback to teachers . . . . . | 1 | 2 | 3 | 4 |
| Evaluating feedback and personal growth . . . . . | 1 | 2 | 3 | 4 |

Area 4: Leadership

| | | | | |
|---|---|---|---|---|
| Historical development of leadership . . . . . | 1 | 2 | 3 | 4 |
| Fiedler's contingency model . . . . . | 1 | 2 | 3 | 4 |
| Research on leadership . . . . . | 1 | 2 | 3 | 4 |
| Application of research to schools . . . . . | 1 | 2 | 3 | 4 |
| Retroactive versus proactive leadership . . . . . | 1 | 2 | 3 | 4 |
| LBDQ (Leadership Behavior Description Questionnaire) . | 1 | 2 | 3 | 4 |

Area 5: Time Management and Organization

| | | | | |
|---|---|---|---|---|
| Misconceptions about time management . . . . . | 1 | 2 | 3 | 4 |
| Evaluation of use of time . . . . . | 1 | 2 | 3 | 4 |
| Writing goals . . . . . | 1 | 2 | 3 | 4 |
| Using ABC for priorities . . . . . | 1 | 2 | 3 | 4 |
| Identifying time wasters . . . . . | 1 | 2 | 3 | 4 |
| Rules for delegating . . . . . | 1 | 2 | 3 | 4 |
| Planning implementation of goals . . . . . | 1 | 2 | 3 | 4 |

# APPENDIX G

# CONFERENCE PROGRAM

INDEPENDENT SCHOOL DISTRICT 196

INSERVICE CONFERENCE FOR PRINCIPALS
October 5-10, 1980

PROGRAM

Sunday, October 5

| | |
|---|---|
| 4:00 p.m. | Arrival. |
| 4:30 p.m. | Settling in. |
| 5:00 p.m. | Pre-dinner drinks. |
| 6:00 p.m. | Commencement dinner. |
| 7:30 p.m. | Welcome by Superintendent and maintenance period. |
| 7:45 p.m. | "The Future Development of Independent School District 196," Mrs. C. Alexander, Chairperson, School Board. |
| 8:45 p.m. | Panel. |
| 9:30 p.m. | Eats and drinks. |

Monday, October 6

| | |
|---|---|
| 7:30 a.m. | Breakfast. |
| 8:30 a.m. | Maintenance. |
| 8:45 a.m. | Time Management and Organization, Professor A. Geering |
| 10:30 a.m. | Morning Tea. |
| 11:00 a.m. | Time Management and Organization continued. |
| 12:30 p.m. | Lunch. |
| 2:00 p.m. | Time Management and Organization continued. |
| 3:30 p.m. | Afternoon tea. |
| 4:00 p.m. | Time Management and Organization continued. |
| 5:00 p.m. | Fish bowl evaluation |
| 5:15 p.m. | Finish. |
| 6:00 p.m. | Dinner. |

7:30 p.m. "The Organization of School District 196--Description, Analysis, Problems," Dr. L. Droegemuller, Superintendent.

9:00 p.m. Discussion groups.

9:30 p.m. Eats and drinks.

Tuesday, October 7

8:30 a.m. Maintenance.

8:45 a.m. School/Central Office Relations in the School District, Professor A. Geering.

10:30 a.m. Morning tea.

11:00 a.m. School/Central Office Relations continued.

12:30 p.m. Lunch.

2:00 p.m. School/Central Office Relations continued.

3:30 p.m. Afternoon tea.

4:00 p.m. School/Central Office Relations continued.

5:00 p.m. Fish-bowl evaluation

5:15 p.m. Finish.

6:00 p.m. Dinner.

7:30 p.m. "Effective Meetings," Professor A. Geering

8:00 p.m. Film, "Meetings Bloody Meetings."

8:30 p.m. Discussion groups.

9:00 p.m. Synthesis.

9:30 p.m. Eats and drinks.

Wednesday, October 8

8:30 a.m. Maintenance.

8:45 a.m. School/Community Relations, Professor A. Geering.

10:30 a.m. Morning tea.

11:00 a.m. School/Community Relations continued.

12:30 p.m. Lunch.

2:00 p.m. School/Community Relations continued.

3:30 p.m. Afternoon tea.

4:00 p.m. School/Community Relations continued.

5:00 p.m. Fish-bowl evaluation.

5:15 p.m. Finish.

6:00 p.m. Dinner with community representatives.

7:30 p.m. "School-Community Relations," The Mayor.

8:00 p.m. Panel.

8:30 p.m. Discussion groups.

9:00 p.m. Synthesis.

9:30 p.m. Eats and drinks.

Thursday, October 9

8:30 a.m. Maintenance.

8:45 a.m. Motivating Staff Personnel, Professor A. Geering.

10:30 a.m. Morning tea.

11:00 a.m. Motivating Staff Personnel continued.

12:30 p.m. Lunch.

2:00 p.m. Motivating Staff Personnel continued.

3:30 p.m. Afternoon tea.

4:00 p.m. Motivating Staff Personnel continued.

5:00 p.m. Fish-bowl evaluation.

5:15 p.m. Finish.

6:00 p.m. Conference Dinner.

8:00 p.m. Fun and games.

Friday, October 10

| | |
|---|---|
| 8:30 a.m. | Maintenance. |
| 8:45 a.m. | Leadership, Professor A. Geering. |
| 10:30 a.m. | Morning tea. |
| 11:00 a.m. | Leadership continued. |
| 12:30 p.m. | Lunch. |
| 1:30 p.m. | Leadership continued. |
| 2:30 p.m. | Evaluation and Concluding Remarks. |
| 3:30 p.m. | Conference closed. |

## APPENDIX H

1. EVALUATION INSTRUMENT FOR VARIOUS WORKSHOPS
2. CONFERENCE EVALUATION INSTRUMENT

# EVALUATION OF TIME MANAGEMENT WORKSHOP

Please circle one of the numbers on the 1 to 5 scale for each item below. 1 stands for disagree, 3 stands for agree moderately, and 5 stands for agree very much.

| | | | | | | |
|---|---|---|---|---|---|---|
| 1. | Overall, I am very satisfied with this workshop. | 1 | 2 | 3 | 4 | 5 |
| 2. | Overall, the organization of this workshop effectively contributed to my learning. | 1 | 2 | 3 | 4 | 5 |
| 3. | The format of this workshop seemed appropriate for its objectives. | 1 | 2 | 3 | 4 | 5 |
| 4. | The amount of material covered seemed just right. | 1 | 2 | 3 | 4 | 5 |
| 5. | I thoroughly enjoyed this workshop. | 1 | 2 | 3 | 4 | 5 |
| 6. | I learned a great deal from this workshop. | 1 | 2 | 3 | 4 | 5 |
| 7. | This workshop has clearly stated objectives. | 1 | 2 | 3 | 4 | 5 |
| 8. | The objectives allowed me to know when I was making progress. | 1 | 2 | 3 | 4 | 5 |
| 9. | The workshop content was consistent with my prior expectations. | 1 | 2 | 3 | 4 | 5 |
| 10. | The workshop content is pertinent to my professional growth. | 1 | 2 | 3 | 4 | 5 |
| 11. | I can apply information and skills learned in the workshop. | 1 | 2 | 3 | 4 | 5 |
| 12. | Workshop instruction displayed a clear understanding of the topics. | 1 | 2 | 3 | 4 | 5 |
| 13. | Workshop presenter had an effective style of presentation. | 1 | 2 | 3 | 4 | 5 |
| 14. | Workshop instructor seemed well prepared. | 1 | 2 | 3 | 4 | 5 |
| 15. | This workshop included a sufficient number of practical exercises. | 1 | 2 | 3 | 4 | 5 |
| 16. | There was sufficient time for questions and discussions. | 1 | 2 | 3 | 4 | 5 |
| 17. | Assignments were interesting and stimulating | 1 | 2 | 3 | 4 | 5 |
| 18. | Complexity and length of assignments were reasonable. | 1 | 2 | 3 | 4 | 5 |
| 19. | The climate of the workshop was conducive to learning. | 1 | 2 | 3 | 4 | 5 |
| 20. | Participants were encouraged to contribute to workshop learning. | 1 | 2 | 3 | 4 | 5 |

# CONFERENCE EVALUATION QUESTIONNAIRE

This questionnaire will give you a chance to react to the conference. Please record your answers on the IBM sheet provided, responding to each question by using the ratings as follows:

1--not at all; practically never.
2--somewhat; seldom.
3--moderately; sometimes.
4--considerably; often.
5--very much; almost always.

Example:

Question 1. If you were not at all satisfied with this conference, rate it 1 and blacken the space under 1. If you were moderately satisfied, rate it 3 and blacken the space under 3. If you were highly satisfied, rate it 5 and blacken the space under 5.

1. Overall, I am very satisfied with this conference.
2. The facilities in which this conference was conducted were excellent.
3. I learned a great deal from this conference.
4. The conference contributed significantly to my professional growth.
5. Conference staff displayed a clear understanding of conference topics.
6. The conference made excellent use of videotapes, films and overhead transparencies.
7. I found the lectures stimulating.
8. The strategies used in this conference were effective.
9. Handouts were valuable supplements to this conference.
10. Assignments were of definite instructional value.
11. Staff displayed sensitivity to individual interests and abilities.
12. Staff readily maintained rapport with conference participants.
13. The conference supplied me with many challenges.
14. The conference activities motivated me to do further independent study.
15. Each participant was encouraged to contribute to conference learning.

16. I am satisfied with my accomplishments in this conference.

17. Frequent evaluations were coupled with helpful feedback.

18. Everything possible was provided to help me learn.

19. Evaluations were creative and required personal involvement.

20. Staff helped to apply theory and knowledge to solve problems.

21. This conference caused me to reconsider many of my former viewpoints.